THE EFFECTIVENESS OF KIDS SONG ON STUDENTS' VOCABULARY MASTERY
AT V GRADE OF SDIT BUNAYYA PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies (IAIN)
Padangsidimpuan as apartialfulfillment of the requirement for the
Degree of Education (S.Pd.) in English

Written by:

TIFANNY SAHANAYA TANJUNG
Reg. No. 13 340 0111

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020

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ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2020

LETTER OF AGREEMENT

Term : Munaqosyah
a.n. Tifanny Sahanaya Tanjung
Item : 5 (five) exemplars

Padangsidimpuan, 12 April 2020
To:
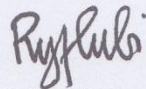Dean Tarbiyah and
Teacher Training Faculty
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **TIFANNY SAHANAYA TANJUNG**, entitled **"The Effectiveness of Kids Song on Sudents' Vocabulary Mastery at V Grade SDIT Bunayya Padangsdimpuan""**, we approved that the thesis has been acceptable to complete therequirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E.Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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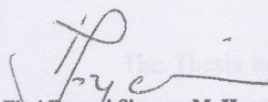
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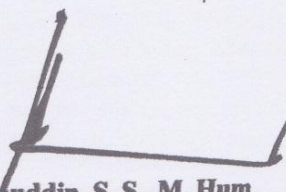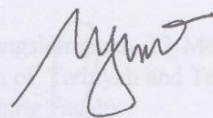
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LEGALIZATION

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Written By	:	TIFANNY SAHANAYA TANJUNG
Reg. No	:	13 340 0111
Faculty/Department	:	TARBIYAH AND TEACHER TRAINING FACULTY /TBI-3

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

Padangsidimpuan, 12 Mei 2020
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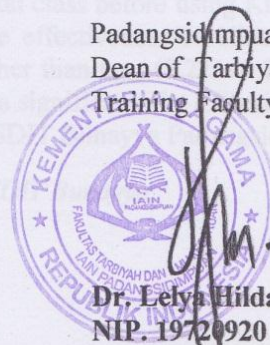
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Title of Thesis   : The Effectiveness of Kids Song on Students' Vocabulary

                       Mastery at V Grade of SDIT Bunayya Padangsidimpuan

ABSTRACT

In this research, researcher found that students' mark in vocabulary was unsatisfied. Students' problem in vocabulary mastery were: students' lazy to learn English because English lesson is not pleasant and make bored. Next, between written and literature different, difficult to learn by heart and way to read English is reversed. Beside students' problem, teacher's method also became a problem in learning English. Teacher still used conventional method in teaching learning English. The purpose of this research was to examine the effectiveness of Kids Song on Students' Vocabulary Mastery at V Grade of SDIT Bunayya Padangsidimpuan.

The approach used in this research was experimental research where the researcher chose two classes as sample. They were V A as experimental class that consisted of 23 students and V B as control class that consisted of 23 students. In this research, the researcher gave pre-test and post-test in fill in the blank form. Meanwhile, data were derived pre-test, and post-test. To analyze data, the researcher used t-test formula.

After data have been analyzed, the researcher found that there was difference of mean score after Kids Song. Mean score of experimental class before using Kids Song was 60 and mean score after using Kids Song was 82. The effectiveness of Kids Song on Students' Vocabulary Mastery was 3.221 with t_{count} is higher than t_{table} (3.221 > 1.6802). It means H_a was accepted and H_0 was rejected. So, there was a significant The Effectiveness of Kids Song on Students' Vocabulary Mastery at V Grade of SDIT Bunayya Padangsidimpuan.

Key words: kids song, vocabulary mastery, and SDIT Bunayya.

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بسم الله الرحمن الرحيم

Praised to Allah swt. the most Creator and Merciful who has given me health, time, knowledge and strength to finish this thesis. Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought human fromdarkness era into light era.

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3. Mrs. Dr.Lelya, M.Si., as Dean of Tarbiyah and Teacher Training Faculty.

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I realize this thesis cannot be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from readers to make this thesis better.

Padangsidimpuan,　　　　2020
Researcher

TIFANNY SAHANAYA TANJUNG
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CHAPTER I

INTRODUCTION

A. Background of Problem

English in general is a trade language, a diplomatic language, and a knowledge language. It is also the language that used as international language. It is used as a tool of communication among countries, a scientific language, a bilateral relationship. English is not only as a mean of communication but also it is a medium to transfer the knowledge and technology.

In 2013 curriculum English is one of an important subject in all levels of school in Indonesia. It becomes a compulsory subject in the schools. English has been taught from elementary school, junior high school, senior high school up to university. English is also one of subjects that must be based on educational curriculum.

The importance of motivation in learning English is one of influential factor in English learning. Motivation is a factor of high or low of the goal.[1] It is the key of success in learning process. Without motivation, the goal of the learning is difficult to be reached.

Many efforts have done by the teacher to increase students' vocabulary, begin from prepare the good facilities and tool for studying

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[1] http://ajiabdul.blogspot.com/2008/12/imprtance-of-motivation-in-teaching.html?m=1 (by Brown, h. Dauglas). *Theaching By Principles An Intergrative Approach To Language Pedagogy*. (White plains Ny. Longman) p. 75

specially studying in English, manage the classroom comfortable so students can be focus in learning English, giving task about new words that they have not learned yet, until use the various media in teaching English for fun class. All this done is focus to improve students' interest in motivation learning

English foreign learners have a problem in English. Students problem can't remember words, way to read different with written, tone same but word different, can't to different between verb, adjective and other and students' lack motivation to learn English. The case is based on researcher pre-research in SDIT Bunayya Padangsidimpuan. Then, Masna ,S.Pd. I (English teacher at SDIT Bunayya Padangsidimpuan) said: there were many students still unable to use English. It can look through student's value in English unsatisfied. Also they are lazy to learning English and open dictionary.[2]

The factors of vocabulary mastery play methods, game material, and media.[3] There are several according to experts about the factors of vocabulary mastery for learning English, namely: The method are the methods used by teachers in carrying out teaching and learning activities in class, as an effort to achieve the learning objectives set.[4] A game is an activity with rules a goal and element of fun.[5] Material is a teaching material factor which includes all

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[2]Masna, *Private Interview to English teacher in SDIT Bunayya,* (Padangsidimpuan : SDIT Bunayya Padangsidimpuan on November 19th 2017 at Saturday 9 am)

[3] Slameto. B, *Factor Factor Yang Mempengaruhi,* (Jakarta: Rineka Cipta, 2010). p. 83

[4] Wijaya Kusumah on Asmani jamal Ma'mur, *7Tips aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenagkan),* (Jogjakarta: Diva Press, 2013). p. 30

[5] Jill Hadfield, E book: *Beginners' Communications Games*, Longman. P. 8

forms of material used by instructors in the classroom: either in the form of books, or in the form of the design of teaching material, and also in the form of media teaching materials.[6] Media is one of the element of making teaching English more fun. There are three kinds of media, they are visual, audio and video. One of media that the teachers can use is audio. Audio is one of alternative interesting media that can use of teacher.[7]

Thus the opinions of the factors above can be concluded can spur students to be more active in understanding and mastering learning English. The purpose of the media is to facilitate communication and study. [8]

Song media are one type of learning activity is that have a broad potential. Music and songs are essential parts of growing and learning. Students love to sing and teachers naturally use songs to teach them concepts and language in a fun way. Some of the significant characteristics of songs are that they are fun and can keep the students excited. However, the most important feature of songs is repetition.

The important feature of songs is repetition is students contain language patterns, but also develop listening skills, pronunciation and rhythm, and provide a fun atmosphere. Even if the teachers play songs multiple times

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[6]Baxen, J, on Ema Dauyah, Yulinar. *Factor factor yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa Non-Pendidikan Bahasa Inggris.(journal serambi Ilmu, Volume 19, Nomor 2)*,(Aceh Besar, 2016), p. 203

[7]Annisa Indisari, Dian Novita, Fika Megawati, Animation Video: Attractive Media For Teaching Vocabulary to Lower Class of Young Learners, Journal of English Education Society, 3 (2) (2018):p.144.

[8] Smaldino, *Instructional Technology & Media for Learning(* Jakarta: Kencana Prenada Media Group 2011) p. 6

a day, the majority of students probably would not get bored. In addition, songs are very beneficial types of activities.

The role of song media in vocabulary mastery, there are several reasons that songs, particularly pop songs, might be helpful for second-language learners.[9]First, music has to do with social context. Second it may change students' mood. Third, it provides stimulation and entertainment as well as challenge and pleasure. Fourth, music maybe associated with happiness because it brings people's remembrances and dreams. Finally, most teachers agree that music is a powerful tool to learn English.

Based on the explanation above, the writer want to do a result thought the title; The Effectiveness of Kids Song on Students' Vocabulary Mastery at V grade of SDIT Bunayya Padangsidimpuan.

B. Identification of Problem

Based on background of the problem above is about students' motivation in learning English, researcher identified problems of the students' as follows: Students problem can't remember words, way to read different with written, tone same but word different, can't to different between verb, adjective and other and students' lack motivation to learn English.

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[9] Brand, M. & Li, X. *Effectiveness of music on vocabulary acquisition, language usage, and meaning for mainland (*Chinese: ESL learners. Contributions to Music Education Vol.36, No. 1, 2009), p.73–84

The factors of vocabulary mastery play methods, game material, and media. [10] There are several according to experts about the factors of vocabulary mastery for learning English, namely: The method are the methods used by teachers in carrying out teaching and learning activities in class, as an effort to achieve the learning objectives set.[11] A game is an activity with rules a goal and element of fun.[12] Material is a teaching material factor which includes all forms of material used by instructors in the classroom: either in the form of books, or in the form of the design of teaching material, and also in the form of media teaching materials.[13] Media is one of the element of making teaching English more fun. There are three kinds of media, they are visual, audio and video. One of media that the teachers can use is audio. Audio is one of alternative interesting media that can use of teacher.[14]

C. Limitation of Problem

The factors of vocabulary mastery play methods, game material, and media. [15] There are several according to experts about the factors of vocabulary mastery for learning English, namely: The method are the methods

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[10] Slameto. B, *Factor Factor Yang Mempengaruhi,* (Jakarta: Rineka Cipta, 2010). p. 83

[11] Wijaya Kusumah on Asmani jamal Ma'mur, *7Tips aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenagkan),* (Jogjakarta: Diva Press, 2013). p. 30

[12] Jill Hadfield, E book: *Beginners' Communications Games*, Longman. P. 8

[13] Baxen, J, on Ema Dauyah, Yulinar. *Factor factor yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa Non-Pendidikan Bahasa Inggris.(journal serambi Ilmu, Volume 19, Nomor 2),*(Aceh Besar, 2016), p. 203

[14] Annisa Indisari, Dian Novita, Fika Megawati, Animation Video: Attractive Media For Teaching Vocabulary to Lower Class of Young Learners, Journal of English Education Society, 3 (2) (2018):p.144.

[15] Slameto. B, *Factor Factor Yang Mempengaruhi,* (Jakarta: Rineka Cipta, 2010). p. 83

used by teachers in carrying out teaching and learning activities in class, as an effort to achieve the learning objectives set.[16] A game is an activity with rules a goal and element of fun.[17] Material is a teaching material factor which includes all forms of material used by instructors in the classroom: either in the form of books, or in the form of the design of teaching material, and also in the form of media teaching materials.[18] Media is one of the element of making teaching English more fun. There are three kinds of media, they are visual, audio and video. One of media that the teachers can use is audio. Audio is one of alternative interesting media that can use of teacher.[19]

The problem in learning English is very large. The researcher need to limit of the problem which would be investigated. Based on identification of the problem above, the researcher limited on student' lack vocabulary mastery in learning English. So, the researcher limits the problem like, the effect of kids song to vocabulary mastery. The researcher discuss about definition of song, purposes of song, principles of song, procedure of song advantages and disadvantages of using song, definition of vocabulary , kinds vocabulary and vocabulary assessment. So, this researcher about the effectiveness of kids

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[16] Wijaya Kusumah on Asmani jamal Ma'mur, *7Tips aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenagkan),* (Jogjakarta: Diva Press, 2013). p. 30

[17] Jill Hadfield, E book: *Beginners' Communications Games*, Longman. P. 8

[18] Baxen, J, on Ema Dauyah, Yulinar. *Factor factor yang Mempengaruhi Motivasi Belajar Bahasa Inggris Mahasiswa Non-Pendidikan Bahasa Inggris.(journal serambi Ilmu, Volume 19, Nomor 2),*(Aceh Besar, 2016), p. 203

[19] Annisa Indisari, Dian Novita, Fika Megawati, Animation Video: Attractive Media For Teaching Vocabulary to Lower Class of Young Learners, Journal of English Education Society, 3 (2) (2018):p.144.

song on students' vocabulary mastery at V grade of SDIT Bunayya Padangsidimpuan.

The reason of this research is to make goal the advantages of using song to vocabulary learning interest. There are the advantages of song:

1) Song could become a media introduction of new languages
2) Songs can improve students' pronunciation
3) Song could be give god contribution in increasing students motivation in speaking
4) Song can strengthen memory of students.[20]

D. Formulation of Problem

Is there any significant the effectiveness of Kids song to students' Vocabulary Mastery at V grade of SDIT Bunayya Padangsidimpuan?

E. Purpose of Research

Based on formulation of problem above, so purpose of this research is to know significant the effectiveness of kids song vocabulary mastery at V grade of SDIT Bunayya Padangsidimpuan.

F. Significances of Research

This research is expected to have significant benefits to following individual and institutions:

1. To head master, researcher hopes this research can use as important reference in making decision on learning process.

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[20] Brewster, J., Ellis, G., Girard, D. *The Primary English Teacher's Guide*.(England: Penguin English 2002) p. 162

2. To English teacher, result of this research can use to prove students motivation.

3. To readers, as describe to increase students' ability in learning English and as reference for researcher in next time.

G. The Outlines of the Thesis

The systematic of this research is divided into five chapters, and each chapter consist of many sub chapters with detail as follows:

Chapter I, it consist of background of problem, identification of problem, limitation of problem, formulation of problem, purpose of research, significant of research, and outline of thesis.

Chapter II, it consist of theoretical description, definition of song, purpose of song, principle of song, procedure of using song, advantages of song, disadvantages of song, definition vocabulary, kinds vocabulary, vocabulary assessment material of teaching English at SDIT Bunayya, definition of conventional, the classification of conventional method, review of related finding conceptual framework, and hypothesis.

Chapter III, it consist of   research methodology, places and schedule of research, research design, population and sample, instrument of collecting data, validity and reliability instrument,   techniques of collecting data, technique of data analysis, and definition of operational variables.

Chapter IV, consist of result of research which consist of description of data, were data calculate by using pre-test and post-test and applied by

using quantitative analysis. Hypothesis testing discuss about analyzing data by using t-test to know effect of kids song to student motivation in learning English

Chapter V, it is consist of conclusion and suggestion which researcher answer formulation of problem and hypothesis. Then suggestion discussion about problem solving which researcher found in this research.

And the last Chapter five, it is chapter five. Consist of closing; it is consisting of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. **Theoretical description**

  1. **Kids Song**

    a. **Definition of Song**

    According to Oxford Learners Pocket Dictionary defined "song that short piece of music with words that you sing". Song in general is music for singing. Music can be used in the adult English as a second language (ESL) classroom to create a learning environment; to build listening comprehension, speaking, reading, and writing skills; to increase vocabulary; and to expand cultural knowledge. According to Oxford Learners Pocket Dictionary defined "lyric is expressing direct personal feelings of or for singing". Lyric also can be defined as words of song. From the explanation above, it can be concluded that song lyrics is music for singing with words to expressing to direct personal feeling.[21]

    Beatriz and Rosa explains that "songs create a pleasant atmosphere in class, they enhance relationships between classmates and it is a relaxed activity in which learners feel they can enjoy and are

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[21] *Oxford Learner"s Pocket Dictionar*. Fourth Edition. (New York: Oxford University Press. 2011) p. 30

learning without pressure".[22] Harmer states that "music is a powerful stimulus for students engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish".[23]

In Indonesia, most of students have difficulties in learning English. They are less motivation in studying English because they believe that English is difficult material. In that case, an English teacher needs to be responsive to the students' condition. The teacher should make students enthusiastic in learning English. Teacher also should consider some factors in teaching and learning process.

The Kids song is a group of beautiful words in which there are a message to be conveyed to individuals who have not reached puberty and presented with a beautiful music so that they can get the message. [24]Kids" song is a series beautiful and easy words that compatible for the kids and easy to memorize it. The use of kids songs as media in teaching listening is expected to motivate students in learning process. They will be more interested and also they get illustration and new vocabulary to express their idea in English. So, Songs are a good

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[22] Becerra Vera, B and Rosa Munoz. *Teaching English through Music: A Proposal of Multimodal Learning Activities for Primary School Children*. (Encuentro 22, 2013, ISSN 1989-0796), pp. 61-28.

[23] Harmer, J. *How to Teach English: An Introduction to the Practice of English Language Teaching*. (New York: Longman. 1998) p. 242. Can see by journal Dwi Kurniati, *The Effectiveness of Song Lyrics to Teach Student's Vocabulary (An Experimental Research) for First Grade Student of Man Sukoharjo In The Academic Year of* 2016/2017. (IAIN Surakarta . 2017). p. 30

[24] Shofiyah. *The Use Of Children Songs To ImproveStudents'listening Skills*. A Thesis. (Semarang: University of Walisongo, 2015).p. 9

resource for learning English and one of the basic components in language learning English.

b. Purpose of Song

There are many kinds of media that can be used in teaching and learning process. For example: Picture, short card, song, etc. Song is one of teaching media that can be used to teach vocabulary or any material.

In study, song used to teach learning English about praying . It will help the students to understand and memorize the material easier and it also makes the students enjoy and practical in learning vocabulary and in learning English

c. Principles of Song

Some considerations and principles in choosing educational songs[25]. The following considerations:

1) Structure and lexis are simple and understandable.

2) Songs are appropriate with language degree of the grade of students from elementary, intermediate, and advanced level.

3) Songs have to suitable with the age level of the students.

4) Teacher chooses songs that should have words which suitable of the kids.

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[25] Shofiyah. *The Use Of Children Songs To ImproveStudents'listening Skills*. A Thesis. (Semarang: University of Walisongo, 2015).p. 10

5) Songs have to more interesting to the students The other principles are:

    a) Songs and rhymes for young kid should be interested and understandable

    b) Songs should have a relationship to the kids" area.

    c) Songs should be linked to the theme, it should relate and interested.

The research aims to know the effectiveness of kids song motivation in learning English to the listening skills in English. This research is an experimental research with factorial which is conducted in SDIT Bunayya Padangsidimpuan. Five students are involved in this research, which were chosen randomly by multi stage random sampling technique. This research shows that:

1. Significant can't difference motivation in learning English between students using games for listening, and students using song for learning.

2. Listening skills on English for students who have extroversion personality are better than controversy

3. There are interaction the effectiveness of kids song motivation in learning English to type song in English.

4. Listening skill for extroversion students who are learning by playing is lower than who learning by song.

5. Motivation learning in English students who are controversy by playing learning is higher than students who learning by song.

From the previous research above the writer conclude that the consideration and principles of choosing kids" song that the teacher has to choose the suitable songs for the students" level. So, it can make interest, enjoy, easy and happy.

d. Procedure of Using Song

The use of songs in language teaching can be beneficial to increase lexical, grammatical, phonological, sociolinguistic and cultural competencies, regardless of individual teaching approach, style or musical training and without sacrificing core competencies.[26] Moreover, songs play a significant role in developing learners' skills: reading, writing, speaking and listening, pronunciation, rhythm, grammar and vocabulary.[27]

The song is one of the language in learning English tools is very often used. These are the steps:

1. Students played songs several times. Then, Them invited students to sing, so They, together tried to familiarize themselves with the song.

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[26] Mclaren, P. & C. Lankshear, *Politics Of Liberation: Paths From Freire*. (London: Routledge, 1994)

[27] Lo, R., & Li, H. Http://Iteslj.Org/Articles/Schoepp-Songs.Html. Songs Enhance Learner Involvement. *English Teaching Forum* 1998, (Access: 12 September, 2018 At 15.30 Wib)

2. Constantly this is done, until at least the students are able to memorize the ref of the song.

3. When students are able to follow the rhythm of the song and feel enjoy with the music and the lyrics. He gave song scripts to student pairs. So that two people get one song script.

4. Each script has missing words and a student is required to complete the words.

5. From this step, start little by little he invites students to be more soluble in music, and then encourage students to guess the words in the script.

The meaning to students could use the song as the language, they tend to let them, both in classes and outside class. The students can hum this song anywhere and anytime they want it. Naturally, students touch quickly with English and relish this process.[28]

The purpose of the above, of course, to improve students' self-confidence motivation in speaking English. Furthermore, students wanted to train students' listening skills.

e. **Advantages of Song**

Some people may not like art, dancing, reading, or movies, but almost everyone likes one kind of music or another. Most people like many different kinds of music. Studies have shown that music:

1) Improves concentration

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[28]Http:// 220186/Penggunaan/Lagu/Dalam/Pembelajaran/Bahas/Pdf (Access: 08 October 2018 At 21.00 Wib

2) Improves memory

3) Brings a sense of community to a group

4) Motivates learning

5) Relaxes people who are overwhelmed or stressed

6) Makes learning fun

7) Helps people absorb material

According to Chris Brewer, "Music stabilizes mental, physical and emotional rhythms to attain a state of deep concentration and focus in which large amounts of content information can be processed and learned.[29]

Reinforced those statements above argue that music has many advantages in teaching and learning process:

1) To warm, creating sensory and creating learning condition.

2) Make relax thinking and opening to learn.

3) Creating feeling and positive association of the learner.

4) Increasing the brain.

5) Motivates learner sensory.

6) Helps fast and increasing in learning process[30]

A procedure for scoring similarity, based on such an analytic framework has two advantages. [31]

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[29]http://www.englishclub.com/teaching-tips/music-classroom.htm accessed on 12th December 2019

[30]Dave Meier, *The Accelerated Learning Handbook* (New York: McGraw-Hill Companies), p.176

[31] Ofer Tchernichovski, Fernando Nottebohm, Ching Elizabeth Ho, Bijan Pesaran & Partha Pratim Mitra, *A procedure for an automated measurement of song similarity*. (The Rockefeller

1) It enables the examination of one acoustic feature at a time, instead of having to cope with the entire complexity of the song of two birds. A distributed and then integrated assessment of similarity across different features promotes stability of scoring.

2) It also has the potential to evaluate how each of the chosen features emerges during development and is affected by different experimental manipulations.

Song is important tool in learning English. Because, song can help are the students in learning English. The advantages of song as follow:

1) Song could become a media introduction of new languages
2) Songs can improve students' pronunciation
3) Song could be give god contribution in increasing students motivation in speaking
4) Song can strengthen memory of students.[32]

There are many advantages in using songs in the language classroom as follows[33]:

1) Song and music can be used to help relaxing and focus in students, to enjoy movement and dance, and to bring back powerful memories.

University, Field Research Center, California Institute of Technology, Computation and Neural Systems, Bell Laboratories Lucent Technologies, 1999) p. 2

[32] Brewster, J., Ellis, G., Girard, D. *The Primary English Teacher's Guide*.(England: Penguin English 2002) p. 162

[33] Dwi Kurniarti, *The Effectiveness of Song Lyrics to Teach Student"s Vocabulary (An Experimental Research) for First Grade Student of MAN Sukoharjo in the Academic Year of 2016/2017*. (IAIN Surakarta, 2017), p. 31

2) Song and music provide an appropriate atmosphere for both the teacher and students. It is create interesting and fun activities that everyone will enjoy.

3) Song and music useful tool to improve language skills in the foreign language classroom.

4) Music can change brain waves and make the brain more receptive to learning.

5) Song and music is extremely efficient in teaching proses because it develops and livens up all the language skills; listening, reading, writing, speaking and language in use.

6) Song and poetry can be used for a wide variety of ESL learning and teaching activities.

When teachers and students get used to using music in the classroom, it can be an amazing way for them to achieve success in English learning, some benefit music showed that:

1) Improves memory

2) Improves concentration

3) Causes learning English to be fun

4) Removes stress

5) Improves a sense of community to a group

6) Improves motivation[34]

f. Disadvantages of Song

Although, songs have many good aspects, there are some less positive concerns about music and songs teachers should regard in the language classroom. The loudly playing songs may disturb neigh boring classes. Secondly, some learners get too excited and may forget about the discipline.[35] Another issue is the fact some students may disagree about musical pieces and they have dissimilar musical tastes.

Teachers often complain that the learners just want to listen, not work. More importantly, many songs may be intelligible for students since they contain many colloquial expressions and the pace is too fast.

In other hand, the use of song in teaching learning process has disadvantages. Those are;

1) It can make you more aggressive and unsociable depending on what the band stands for.

2) It can make you depressed.

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[34] Farmand, Z and Behzad Pourgharib. *The Effectiveness of English Songs on Learners Pronunciation*.(International Journal of Basic Sciences & Applied Research 2013) p. 840-846.

[35] Murphey, Tim, *Music and song*. (Oxford: Oxford University Press. 1992). p. 8

3) Many people have different opinions on modern bands and this can lead to severe arguments and can start riots[36]

Meanwhile, the disadvantages of using song in YLS classroom are:

1) Their differences of characteristics young learner, because not all children can receive which will delivered by their teacher.

2) It can disturb adjacent lessons.

3) You can lose control of the class

4) The vocabulary of the songs is too poor.[37]

According the advantages and the disadvantages above, the researcher concluded that the use of song in teaching learning process has good effects than bad effect.

It gives good effects to create relaxing condition in learning process and makes the students understanding and helps students to memorize the material more easy

2. **Vocabulary**

    a. **Definition Vocabulary**

Vocabulary is set of word that are known by peson, other entity, part of particular language.[38] Vocabulary of someone define as set of all

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[36]   http*://wiki.answers.com/Q/What_are_the_advantages_and_disadvantages_of_music* accessed on 12th December 2019

[37] Murhpey, T. 1992. *Music and Songs.* (Oxford, England: Oxford University Press)

[38]H. Douglas Brown. *Teaching by Principles,* (USA: Prentic Hall Regent, 1994),p. 365

words that are understood by people, all words that are likely to use by person to compose new sentence. Vocabulary of someone wealth is generally considere to an overview of education level. Vocabulary is group of word that person, group of people know and regularly use in their language.

Vocabulary is central of language and critical importance of typical language. It is impossible to successful in study language without mastering vocabulary. Without sufficient vocabulary, people cannot communicate effectively, express his idea in both oral and written form. To support speaker's interaction in communication, vocabulary become important because it can use as basic foundation to construct word into good sequence of sentence.

According to Hornby, " Vocabulary is a person's knowledge about all the words using".[39] Vocabulary may be defined as the total number of words in a language and vocabulary is a list of words with their meanings.

Vocabulary is one of materials studied by students of all level of school in Indonesia. It should mastered if they want to master English well. Therefore, students should have to obtain vocabulary mastery. In addition, Hornby also explain that vocabulary is one of language

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[39]A.S. Hornby, *Oxford Advance Learner's Dictionary* (New York: Oxford University Press, 2000), p. 1506.

elements. It is all word that person knows and use, word that people use when they are tell about particular subject. It means that vocabulary is list of word usually in alphabetical order.

So, vocabulary is basic competence that must reach by students in order to get other competencies like reading, writing listening, speaking and other activities in English. It is difficult to master other competencies without mastering and understanding vocabulary.

b. Kinds of Vocabulary

There are two kinds of vocabulary, they are productive vocabulary and unproductive vocabulary.[40] Productive vocabulary is vocabulary that we often use, or we often use every day. While unproductive vocabulary is exist vocabulary but seldom use in daily communication.

According Hatch and Brown said that there are five kinds of vocabulary[41], one kind of vocabulary is:

a. Words Classes, it is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition, and conjunction.

Then, Scott Thornbury states vocabulary can divided into active and passive vocabulary, they are:

a. Active vocabulary refers to put items which learn can use appropriately in speaking, writing, and it is also called as

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[40]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary Bringing Research to Practice.* (Lawrence Erlbaum Associates, PUBLISHER. (New Jersey: London, 2000), p. 3

[41] Hatch and Brown. p. 181-243, can see by Zahrotul Izzah, *The use of word Chain Game,* up(FKIP UMP, 2015) p. 8 (on March 14th 2020 14.12 pm.)

productive vocabulary, although in fact it is more difficult to put into practice.

b. Passive vocabulary refers to language item that can recognize and understand in this context of reading or listening also called as receptive vocabulary. [42]

It means that active vocabulary means word that are used by learners in speaking writing, whereas passive vocabulary means words that are understood in reading or listening.

c. **Vocabulary Assessment**

Vocabulary is a list of words that can be meaning is known when hearing it again. Language vocabulary learning English is very necessary for grade II elementary school. Vocabulary learning is taught gradually according to the characteristics and abilities of students' in understand a thing. English vocabulary learning for grade V elementary school put more emphasis on the basic words of a concept. Students are introduced with various kinds of vocabulary then understood and used in daily learning. Literary appreciation learning aims to develop students' sensitivity to sensory, affective, religious, and social values individually or in combination as a whole, as reflected in literature. In essence, literary teaching is creating the situation of students reading and responding to literary works and discussing together in class.[43]

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[42] Scott Thornbury, *How To Teach Vocabulary,* (New Zealand: Longman, 2002), p. 114

[43] Firman A.D., Heksa Biopsi Puji Hastuti, Sukmawati, Rahmawati, journal *The Correlation Analysis BetweenVocabulary Mastery and Comprehending Short Story Instrinsical Components Ability of SMP Students in Kendari* (Kantor Bahasa: Sulawesi Tenggara, 2019) p. 130

English learning for students' includes all language competence in the form of listening, speaking skills (speaking), reading (reading), and writing (writing)[44]. These language skills are presented in an integrated manner, like what happens in students' daily lives. According to Wulansari the main following steps of this strategy are: nominating the words, giving explanation about the words, completing the list of words, expanding knowledge of words[45].

From explanation above it can conclude that vocabulary understanding is very important. Therefore, words related in specific areas to students are words round them like noun, verbs, adjectives and adverbs.

3. **Conventional Method**

   a. **Definition of Conventional**

   Conventional is concern with teacher controller of learning environment. Power and responsibility are held by teacher and they play role instructor and decision maker regard student as knowledge hole that need to field with information.[46]

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[44] Kasihani Suyanto. *English for Young Leaners*.(Jakarta: Bumi Aksara. 2008). p. 23
[45] Lanjar Hayu Wulansari, *The Use of Vocabulary Self-Collection Strategy to Improve Students Vocabulary Master,* at Second Grade Students of (SMP IT Tunas Harapan Plupuh Sragen, Vol 2 No 1 , 2016), pp. 1-11.
[46]Jhon Deriden, *Conventional Teaching(Http:Www.Britannia.Com/Ebchecked/Topic/4279/ Nnuclear-Method/52993/Conventional Method)* Retrieved On Sunday April 30th 2018 At 08.00 P.M

b. The Classification of Conventional Method

There are many kinds of teaching method that can apply by teacher. One of teaching method is conventional method. Conventional method can be divided in some kinds.[47] Conventional method is traditional method because this method use long since is an oral communication tool between teacher and students in interaction educative.[48] So, Conventional method is traditional teaching method that can apply by teacher in learning process.

a. Steps of Conventional Method
   There are some steps before showing this method, they are:
   1) Preparation, create learning condition to students.
   2) Implementation, teacher convoys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing.
   3) Evaluation, give test to Students for Looking Students' Comprehension about material that learned.[49]

From above explanation, conventional teaching method is traditional teaching method that often applied by teacher. One of conventional method is lecturer method which a teaching style that use for convey information about some subject. Researcher concluding that conventional method is way that is used by teachers in teaching a material base on agreement of teacher at school.

[47]Syaiful Bahri Djamarah, *Strategy Belajar-Mengajar.*(Jakarta: Pt. Asdimahasatya, 2006), p. 83

[48] Syaiful Bahri Djamarah, *Guru Dan Anak Didik* (Dalam Interaksi Edukatif), (Jakarta: Pt Rineka Cipta, 2000), p. 205

[49]Syaiful Bahri Djamarah, *Guru Dan Anak Didik* Dalam Interaksi Edukatif), (Jakarta: Pt Rineka Cipta, 2000), p. 99

Based on interview, research concludes that procedure used by English teacher at SDIT Bunayya Padangsidimpuan, as follow:

1) Explain subject matter

2) Identify difficult words

3) Ordering students to memorize[50]

B. Review of Related Findings

Related to this research researcher found some researcher had been done as below: First is, Febria Afia Rahma "The Effectiveness Of Using From YouTube Toward Students' Vocabulary Master" from the result of the researcher showed that got the mean score of post - test experimental class 75.33 was higher. Then pre-test experimental class 57.16 and the hypothesis test $t_0 > t_{test}$ (t_0) was 4.01and (t_{test}) was 2.392 (4.01 > 2.392). So, the alternative hypothesis (H_a) was accepted.[51]

Secondly, a thesis of Nur Indah Rusydah "The Effectiveness of Songs To Increase Students' Vocabulary" from the result of the researcher showed that got the mean score of post - test experimental class was higher than control class it showed test $t_0 > t_{test}$ (t_0) 1.896 and (t_{test}) was1.686 (1.896 >1.686). So, means the result of result above has any significant effect.[52]

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[50] Masnah, *Private Interview To English Teacher In Sdit Bunayya,* (Padangsidimpuan : Sdit Bunayya Padangsidimpuan On November 19th 2017 At Saturday 9 Am)

[51] Febria Afia Rahma *"The Effectiveness Of Using From Youtube Toward Students' Vocabulary Master"*, (Jakarta: Uin Syarif Hidayatullah, 2015)

[52] Nur Indah Rusydah *"The Effectiveness Of Songs To Increase Students' Vocabulary"*(Jakarta: Uin, Syarif Hidayatullah, 2015)

The last, Zulfa Imroatul Badingah the title researcher is "The Effectiveness of The Use of Song Lyrics toward Students' Ability in Identifying Parts of Speech at SMPN 1 Sumbergempol Tulungagung" The result showed that students' score in identifying parts of speech before being taught by using song lyrics is 72.66, while the students' score in identifying parts of speech after being taught by using song lyrics is 85.78. It showed that there was improvement after being taught by using song lyrics as treatment. The writer used t count and significant value for testing the hypothesis. The result of t_{count} was 8.127, whereas t_{table} with significant level 5%, 0.05:2 = 0.025 (two tailed test) was 2.040. So, it can be concluded that t_{count} was higher than t_{table}. The writer also used significant value for testing the hypothesis. As known that significant value is lower than 0.05 (0.000<0.05). Based on the result of two ways were used, it can be concluded that H_a which states that there is a significant difference score of using song lyrics toward students' ability in identifying parts of speech at eight grade of SMPN 1 Sumbergempol is accepted.[53]

From description above, researcher conclude that many media can increase students' motivation learning English. So, researcher hope that Kids Song prove that using Kids Song appropriate to teach learning English this research will complete and contribute previous findings. Moreover, researcher

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[53] Http://Repo.Iain-Tulungagung.Ac.Id/3874/ (Zulfa Imroatul Badinga, *"The Effectiveness Of The Use Of Song Lyrics Toward Students' Ability In Identifying Parts Of Speech At Smpn 1 Sumbergempol Tulungagung",* (Iain Tulungagung, 2016))

wants to research about "The Effectiveness of Kids Song on Students' Vocabulary Mastery at V Grade of SDIT Bunayya Padangsidimpuan"

C. Conceptual Framework
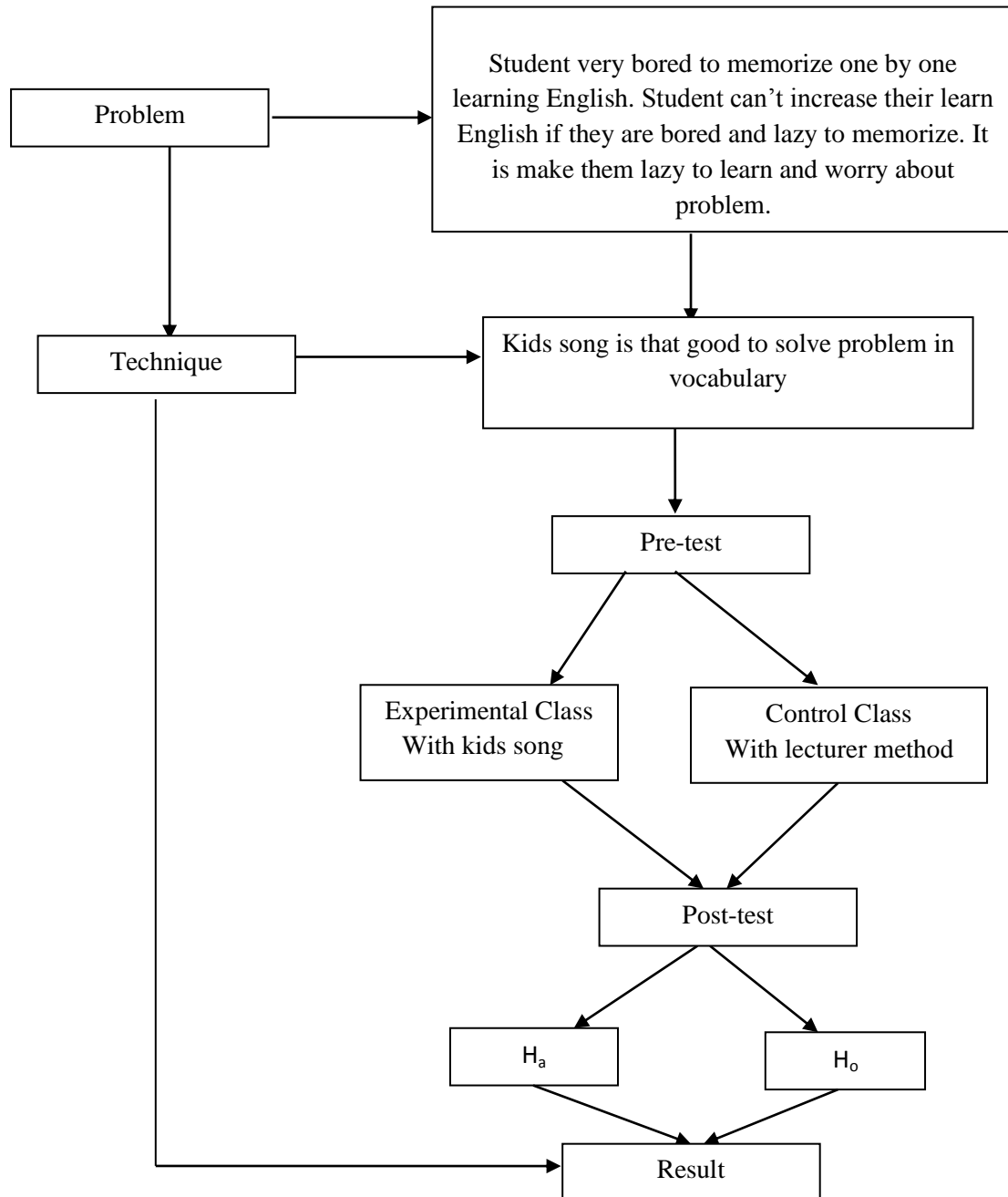
D. Hypothesis

In quantitative studies, hypothesis is prediction researcher hold about relationship among variables. Hypothesis can describe research's thinking and expectation about what outcomes of research will related this study. Researcher has hypothesis of this study that "There is significant effectiveness of kids song on students' vocabulary mastery at V grade of SDIT Bunayya Padangsidimpuan"

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Schedule of Research

Location of research is SDIT Bunayya Padangsidimpuan. It is located on JL. Ompu Toga Langit, Sabungan Jae-Losung Batu Padangsidimpuan. SDIT Bunayya is one of familiar school in Padangsidimpuan. Reasons of researcher to choose this school as a place of research because in this school there is English lesson, this school is Islamic basic school in Padangsidimpuan. This research will done from September 2018 until finish

B. Research Design

In this research, the researcher conducted by using quantitative research method. It means, the researcher accumulated and calculated the data which is getting from the research statically.

According to L.R. Gay says, "Experimental research is the only type of the research that can test hypothesis to establish cause-and-effect relationship".[54] According to John W. Creswell, "Experimental research included true experiment with the random asssigment of subject to treatment condition as well as quasi experiment that use nonrandomized".[55]

In experimental study, the researcher manipulates at least one independent variable, controls other variables, and observes the effect on one

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[54]L.R. Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application,* (USA: Merril, 2000), p. 367.
[55]John W. Creswell, *Research Design,* (USA: Sage Publication, 2002), p. 14.

or more dependent variables. The independent variable, also called the experimental variable, cause, or treatment, is that process or activity believed to make difference in performance. The dependent variable, also called the criterion variable, effect or post test, is the outcome of the study, the measure of the change or difference resulting from manipulation of the independent variable. When conducted well, experimental studies produce the soundest evidence concerning hypothesized cause effect relation.[56]

Based on the above explanation, the writer can conclude that experimental research was a kind of research method which has the aim to know causal effect relationship between one variable and more to other variables.

In this research, researcher used two classes as an experiment class and control class. Experiment class is class when researcher giving treatment use kids song. It can be seen from table:

Table 1

Research Design

Teaching vocabulary (X)	Students' vocabulary Ability (Y)
Experimental Class With Use Kids Song (X_1)	X_1Y
Control Class With Conventional Method (X_2)	X_2Y

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[56]Bungin Burhan, *Metodologi Penelitian Kuantitatif,* (Surabaya: Prenada Media, 2005), p. 147.

In which:

X$_1$ Y = Students' Vocabulary Ability by Using Kids Song

X$_2$ Y = Students' Vocabulary Ability by Conventional Method

C. Population and Sample

1. Population

Population is very needed in a research. Population is all of data became our attention in scope hall and determine time. Population of this research was all of V of SDIT Bunayya Padangsidimpuan which amount to 50 students'. It can be seen in table below:

Table 2

Table Population of Research

NO	CLASS	TOTAL
1	V A	23
2	V B	23
	Total all of Students	46

2. Sample

In this research, researcher chose two classes as sample. They are divided into experiment class and control class. Researcher use cluster sampling to take sample. Suharsimi Arikunto said when subject are less than

100, it is better to take all, and if subject are more than 100, it can take 10%-

15% or 20%-25%.[57]

> Considering to what Creswell say that, "Cluster sampling is ideal when it is impossible, impractical to comply a list of elements composing population. A single stage sampling procedure is one in which researcher has access to name in population and can sample people directly. In multistage, clustering procedure researcher first samples group or cluster. Obtains name of individuals within groups or cluster and then samples within cluster."[58]

Based on explanation above, researcher decided to take sample from

all of V Grade of SDIT Bunayya Padangsidimpuan. It because population of

V Grade less of 100. Total sample of research are 36 students that consist of

23 students from V A class and 23 Students from V B class.

Table 3

Table Sample of Research

Experimental Class (VA)	Control Class (VB)	Total
23 Students	23 Students	46 Students

Before choose sample, researcher interview English teacher to know

classes that have similar ability in English.[59] After that, researcher used

normality and homogeneity test. Normality test is used to know whether data

[57]Suharsimi arikunto, *Penelitian suatu pendekatan praktek,* (Jakarta: Rineka Cipta, 1998) p. 109

[58]Jhon W. reswell, *Research Design Qualitative , Quantitative and Mi method Approaches, Second Edition*(USA: Sage Publication inc, 2003), p. 156

[59] Masnah as *English teacher in the SDIT Bunayya,* (Padangsidimpuan: SDIT Bunayya Padangsidimpuan on November 19th 2017 at Saturday 10.am).

of research is normal or not. To know normality, researcher use *Chi-Quadrate* formula. The formula is as follow:[60]

$$x^2 = \sum \left(\frac{f_o - f_h}{f_h} \right)$$

Where:

x^2 = Chi-Quadrate

f_o = Frequency is gotten from sample/result of observation (questioner).

f_h = Frequency is gotten from sample as image from frequency is hoped from population.

To calculate result of *Chi-Quadrate*, it is use significant level 5% (0,05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). If result $x^2_{count} < x^2_{table}$.

Homogeneity test is use to know whether control class and experimental class have same variant or not. If both classes are same, it can be called homogenous. To find homogeneity, researcher use *Harley test*. The formula is as follow:[61]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

[60]Mardalis, Metode Penelitian: *Suatu Pendekatan Proposal*, (Jakarta: Bumi Aksara, 2007), p. 85

[61]Agus Irianto, *Statistik Konsep Dasar dan Aplikasinya.* (Jakarta: Kencana, 2009) p. 276

Hypotheses is accepted if $F_{(count)} \leq F_{(table)}$

Hypotheses is rejected if $F_{(count)} \geq F_{(table)}$

Hypothesis is rejected if $F \leq F\frac{1}{2} \alpha(n_1\text{-}1)$ $(1= n_2\text{-}1)$, while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was $(n_1\text{-}1)$, while dk detominators is $(n_2\text{-}1)$.

D. Instrument of Collecting Data

1. Test

Good instruments certify validity of data. Researcher used instrument of validity and reliability for taking valid data. This research use test as instrumentation, these test type can score objectively and can measure learning out come directly. Test is some of questions or view and other tool use for measure skill, knowledge, and intelligence ability. In this research will apply test is fill in the blanks test. Fill in the blanks test is test question where students are given statement with a blank and they are required to fill it in with most appropriate answer possible.

In this research researcher focus on noun, pronoun, verb and adverb that is name and meaning of things around school. Test consist of 40 question, in which 20 for pre test and 20 for post test. Each question will give 5 score to get students' score in answering question. So, maximum score test is 100.

Table 4

Indicators Vocabulary in Learning English (Pre-Test)

No	Indicators	No Items	Total of Items	Score
1	Noun	4, 10, 14, 20	4	20
2	Pronoun	1, 8, 11, 16	4	20
3	Verb	2, 6, 7, 13, 17, 18, 19	7	75
4	Adverb	3, 5, 9, 12, 15	5	25
Total			20	100

Table 5
Indicators Vocabulary in Learning English (Post-Test)

No	Indicators	No Items	Total of Items	Score
1	Noun	2, 4, 7, 11, 12, 15	6	30
2	Pronoun	8, 16	2	10
3	Verb	1, 3, 5, 6, 9, 10, 18, 19, 20	9	45
4	Adverb	13, 14, 17	3	15
Total			20	100

Researcher gave test, for pre-test and post-test to students. Experimental and control group gave some material, which consist of communication aspect that was teach by teacher in different ways. Experimental group wash teach by using kids song and control group teach by lecturer method.

E. Validity and Reliability Instrument

1. Validity

Anas Sudijono stated that validity is a characteristic of good test. To get validity of an achievement test can use two ways:

a. Totality of test validity

b. Items validity[62]

In this research, researcher use item validity to get validity of instruments. Item validity is part of test as totality to measure test by items. Where test consist 50 fill in the blanks test that will divided into two group. They are 25 for pre-test and 25 for post-test.

To know validities each question would refer to list r biserial with r_t5% significant: 0.413 and 1% significant 0.526. So, if $r_{count} > rt_{able}$ the test is classified valid.

So to get the validity researcher used point biserial as follow:

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[62] Anas Sudijono, *Pengantar Evaluasi Pendidikan,* (Jakarta: PT Raja Grafindo Persada, 1996), p. 163

$$R_{pbi=}\frac{M_{p}-M_{t}}{SD_{t}}\sqrt{\frac{p}{q}}$$

Where:

r   : Coefficient Item Validity

Mp   : Mean Score of Total Score

Mt   :Re-Average of Total Score that Achieved Success by

       Member of Test

St   : Standard Deviation of Total Score

P   : Presentation of Right Answer of Item Tested Validity

q   : Presentation of Right Wrong of Item Tested Validity[63]

From result of analysis of 25 instrument for pre test, researcher concluded that only 20 are categorized valid, they are number 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 19, 20, 22, 23, 25 and for number 1, 16, 18, 21 and 24 are categorized invalid. Then for post test also consits 20 questions were categorized valid they are 1, 2, 3, 4, 6, 7, 9, 10, 11, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, and 5 were categorized invalid they are 5, 8, 12, 13, and 25. The calculation of how to get it can see in appendix 7 and 10. So, Researcher conduct 20 items for control class and 20 items for experiment class.

2. Reliability of Test

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[63]   Ayat Hidayat Huang, "Uji Validitas Point Biserial". (retrieved from *http://www.en.globalstatistik.com/uji-validitas-point-biserial/*. On July 18th 2018 13.15 pm).

Reliability of characteristic of good test refers to consistency of measurement. In this research, test reliability will done using formulation KR-20. Test is reliable if r $_{account}$> r $_{table}$ by using formulation KR-20 with r $_{table}$0.70

$$R_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S_{t^2} - \Sigma pq}{S_{t^2}} \right)$$

Where:

R $_{11}$: Reliability o f Instrument

N : Total of Question

St^2 : Variants Total

P : Proporsi Subject Who is Right Answer (1)

Q : Proporsi Subject Who is Wrong Answer (0)

Criteria of test reliability is as follows:[64]

r_{11} = 0,70 high correlation (reliable)

r_{11} > 0,70 high correlation (reliable)

r_{11} < 0,70 low correlation (un-reliable)

F. Technique of Data Collecting

To get data from students researcher collect by giving treatment kids song as Variable X. Experimental class and control class are give some material, which is about vocabulary aspect that was teach by researcher in

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[64]Anas Sudijono, *Pengantar evaluasi pendidikan ...* p. 209

different ways. Experimental class give treatment, it will teach with using kids song and control class with lecturer method. Process of data collection as follow:

1. **Pre-test**

   a. Researcher prepared 10 item test was valid

   b. Researcher give item test to students in experiment class and control class.

   c. Researcher explain to students' what students' to do.

   d. Researcher give time to students' to done test.

   e. Researcher collect paper if students' finish test.

   f. Researcher check answer of students and find mean score of test in experiment and control class.

2. **Treatment**

   Researcher use one meeting in this treatment because time is limit.

   a. For meeting

      1) For beginning, researcher open meeting with learning activity such as: greeting, students take pray before start study, next researcher explain indicator about material and give motivation to students.

      2) Researcher start study with present material. Here, researcher give instruction to students as below:

a. researcher give simple question to students' about kids song lyrics

b. researcher give material about kids song lyrics

c. students' mention vocabulary from kids song lyrics

d. Researcher give example meaning of kids song lyrics

e. researcher give directive if students' not yet understand

f. researcher showed task in white board and students' write and do task

g. giving time

h. students' collect their paper test to researcher

i. researcher check answer of students' to find students' comprehend about material.

2. **Post-test**

After giving treatment, researcher conduct post test which different test with pre-test and has not conduct in previous of researcher. This post test is final test in this research, especially post test is measuring treatment, whether is an effect. After conclude post test, researcher analyze data and find effect of using kids song increase students motivation English in experiment class. Researcher has prepare some there are:

a. Researcher prepare test 10 item was valid.

b. Researcher distribute paper of test to students' experiment and control class.

c. Researcher explain to students' what students to do.

d. Researcher give time to students' to done test.

e. Researcher collect paper if students finished test.

f. Researcher check answer of students and find mean score of test in control and experimental class.

Note: in this research experiment and control class done in morning, time, facility, and same teacher as is researcher.

G. Technique of Data Analysis

Based on hypothesis, analysis of data was done to find out ability of two groups that divided into experiment and control class. From hypothesis to answer result of research, researcher analysis data used t-test as follow:[65]

H_a: $\mu_1 > \mu_2$

H_o: $\mu_1 \leq \mu_2$

If H_a: $\mu_1 > \mu_{2,}$ it means result of students motivation in learning English is better than lecturer method, but if H_o: $\mu_1 \leq \mu_{2,}$ it means result of students The Effect of Kids Song on Students' Motivation in Learning English at V Grade of SDIT Bunayya Padangsidimpuan. To test hypothesis, researcher used formula as follow:

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[65]Sugiyono, *Statistika untuk penelitian,* (Bandung: ALFABETA, 2006), p.87

$$Tt = \frac{X_1 - X_2}{\sqrt{\left(\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Where:

T : the value which statistical significant

$\overline{X}_1$: the average score of experimental class

$\underline{X}_2$: the average score of control class

s_1^2: deviation of experimental class

s_2^2: deviation of control class

n_1: number of experimental

n_2: number of control class[66]

H. Definition of Operational Variables

To avoid misunderstand definition operational in this thesis, following clarifications are probably required:

1. Kids Song

Song is a piece of music with words is sung. In this research kids song as variable X. In music, a song is a short piece of music with words that are sung, the act of singing, a series of musical sounds that are produced by a bird or animal such as a whale.

2. Vocabulary Mastery

In this research vocabulary mastery as variable y. Vocabulary is a core component of language proficiency and provide much of basic for how well learners speak, listen, read, and write.

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[66] *Sugiyono, Statistika untuk Penelitian* (Bandung:ALFABETA, 2006), p. 138

CHAPTER IV

DATA ANALYSIS

As mentioned is earlier chapter, in order to evaluate the effect of using kids song on students' motivation learning English ,researcher has calculated data using pre-test and post-test. Researcher used formulation of T-test to test hypothesis. Next, researcher described data as follow:

A. Description of Data

1. Description of Data before Using Kids Song

a. Score of Pre-test Experimental Class

In pre-test of experimental class, researcher calculated result that had been gotten by students in answering question (test). Score of pre-test experimental class can be seen in following table:

Table 6
Score of Experimental Class in Pre-test

Total	1380
Highest score	80
Lowest score	40
Mean	60
Median	64.58
Modus	68.3
Range	40
Interval	8
Standard deviation	8
Variants	152,27

Based on above table total score of experiment class in pre-test was 1380, mean was 60, standard deviation was 8, variants was

152.27, median was 64.58, range was 40, modus was 68.3, interval was 8. The researcher got highest score was 80 and lowest score was 40. It can be seen on appendix 20.

Then, the computed of frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table 7
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	40 – 47	43.5	5	21.73%
2	48 – 55	51.5	4	17.39%
3	56 – 63	59.5	4	17.39%
4	64 – 71	67.5	6	26.08%
5	72 – 79	75.5	2	8.69%
6	80 – 87	83.5	2	8.69%
$i = 8$			23	100%

In order to get description of data clearly and completely, researcher presents them in histogram on following figure:

Figure 2. Description Data Pre Test of Experimental Class
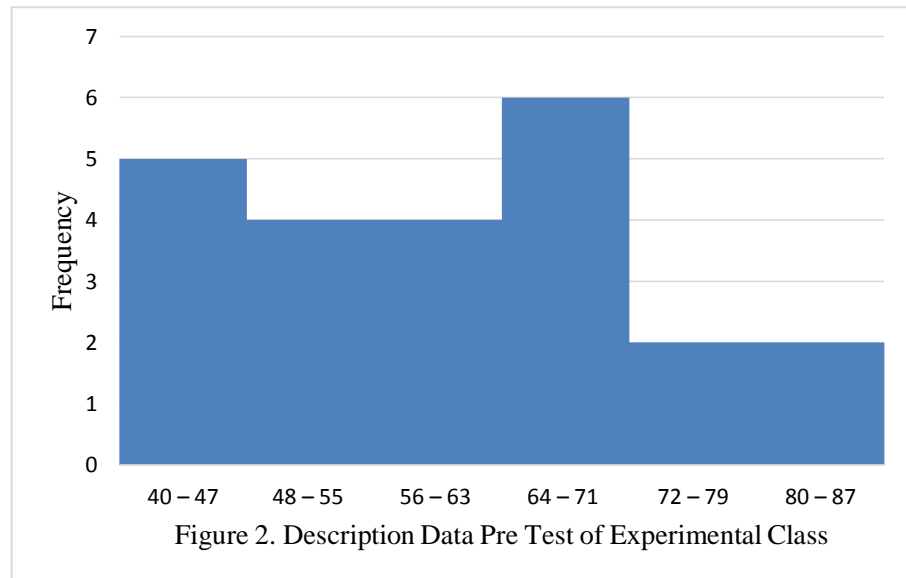
From histogram above, student score 40 - 47 was 5 students, students' score 48 - 55 was 4 students, students' score 56 - 63 was 4 students, students' score 64 - 71 was 6 students, students' score 72 - 79 was 2 students, and last students' score 80 - 87 was 2 students.

b. Score of Pre-Test Control Class

In pre-test of control class, researcher calculated result that had been gotten by students in answering question (test). Score of pre-test control class can be seen in following table:

Table 8
Score of Control Class in Pre-test

Total	1445
Highest score	80
Lowest score	45
Mean	63
Median	62.58
Modus	62.7
Range	35
Interval	7
Standard deviation	11.20
Variants	124.60

Based on above table total score of experiment class in pre-test was 1445, mean was 63, standard deviation was 11.20, variants was, 124.60, median was 62.58, range was 35, modus was 62.7, interval was 7. The researcher got highest score was 80 and lowest score was 45. It can be seen on appendix 21. Then, computed of frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table 9
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	45-51	48	5	21.73%
2	52-58	55	3	13.04%
3	59-65	62	6	26.08%
4	66-72	69	4	17.39%
5	73-79	76	3	13.04%
6	80-86	83	2	8.69%
	$i = 7$		**23**	**100%**

From table above, students' score in class interval between 45 – 51 was 5 students (21.73%), class interval between 52 – 58 was 3 students (13.04%), class interval between 59 – 65 was 6 students (26.08%), class interval between 66 – 72 was 4 students (17.39%), class interval between 73 – 79 was 3 students (13.04%), and last class interval between 80 – 86 was 2 students (8.69%).

In order to get description of data clearly and completely, the researcher presents them in histogram on following figure:

Figure 3. Description Data Pre Test of Control Class
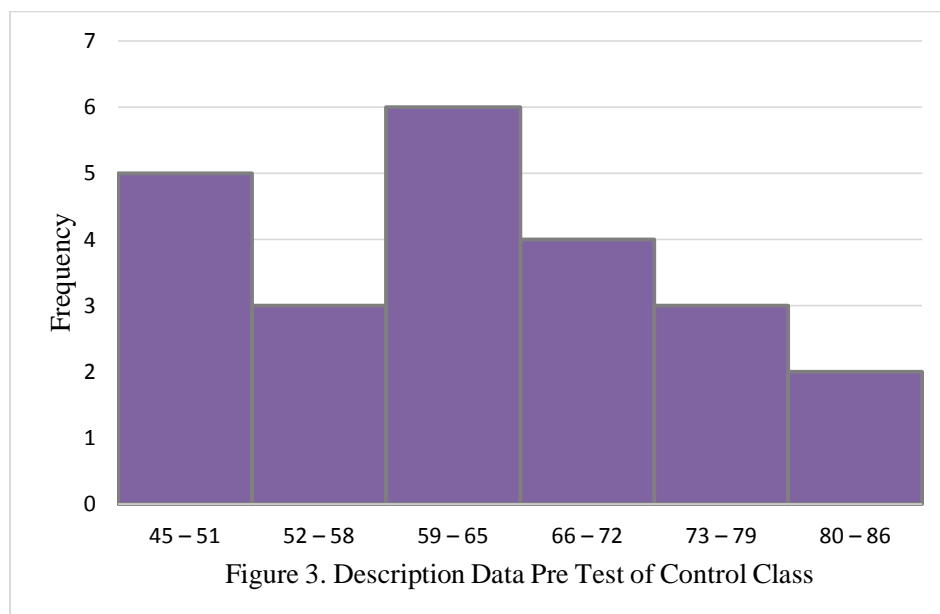
From histogram above, students' score 45 - 51 was 5 students, students' score 52 -58 was 3 students, students' score 59 - 65 was 6 students, students' score 66 - 72 was 4 students, students' score 73 - 79 was 3 students. and last students' score 80 - 85 was 2 student.

c. The Comparison between Description Data Pre – Test of Experimental Class and Control Class

Based on above histogram, researcher compared between description data pre-test of control class and description data of experimental class on the following figure:

Figure 4: Description Data Pre-Test of Control Class and Pre-Test of Experimental Class
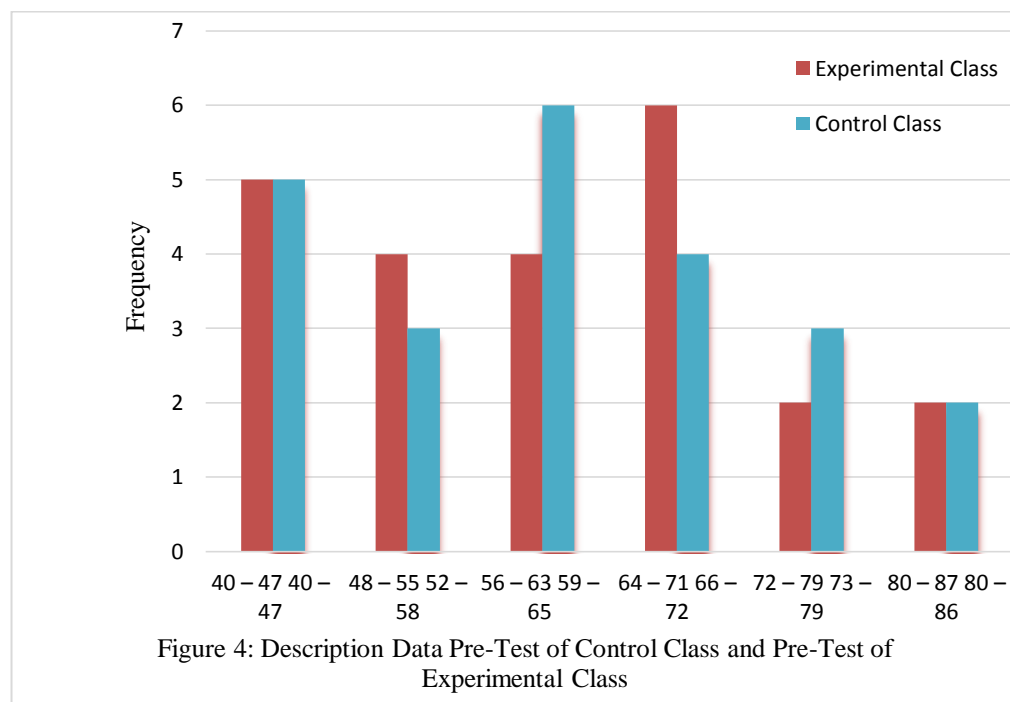
From the histogram above, the students' scores of experimental class was higher than the students' scores of control class.

2. Description of Data After Using Kids Song

a. Score of Post-Test Experimental Class

In post-test of experimental class, the researcher calculated result that had been gotten by the students in answering question (test)

after researcher did treatment by using kids song. The score of post-test experimental class can be seen in following table:

Table 10
Score of Experimental Class in Post-test

Total	1870
Highest score	95
Lowest score	65
Mean	82
Median	82
Modus	84
Range	30
Interval	6
Standard deviation	10
Variants	82.31

Based on above table total score of experiment class in post-test was 1870, mean was 82, standard deviation was 10, variants was, 82.31, median was 82, range was 30, modus was 84, interval was 5. The researcher got highest score was 95 and lowest score was 65. It can be seen on appendix 22. Then, computed of frequency distribution of students' score of experiment class can be applied into table frequency distribution as follow:

Table 11
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	65 – 70	67.5	4	17.39%
2	71– 76	73.5	4	17.39%
3	77 – 82	79.5	4	17.39%
4	83 – 88	85.5	5	21.73%
5	89 – 94	91.5	3	13.04%
6	95 – 100	97.5	3	13.04%
i =6			23	100%

From above table, students' score in class interval between 65 – 70 was 4 student (17.39%), class interval between 71 – 76 was 4 students (17.39%), class interval between 77 – 82 was 4 students (17.39%), class interval between 83 – 88 was 5 students (21.73%), class interval between 89 – 94 was 3 students (13.04%), and last class interval between 95 – 100 was 3 student (13.04%).

In order to get description of data clearly and completely, researcher presents them in histogram on following figure:

Figure 5. Description Data Post Test of Experimental Class
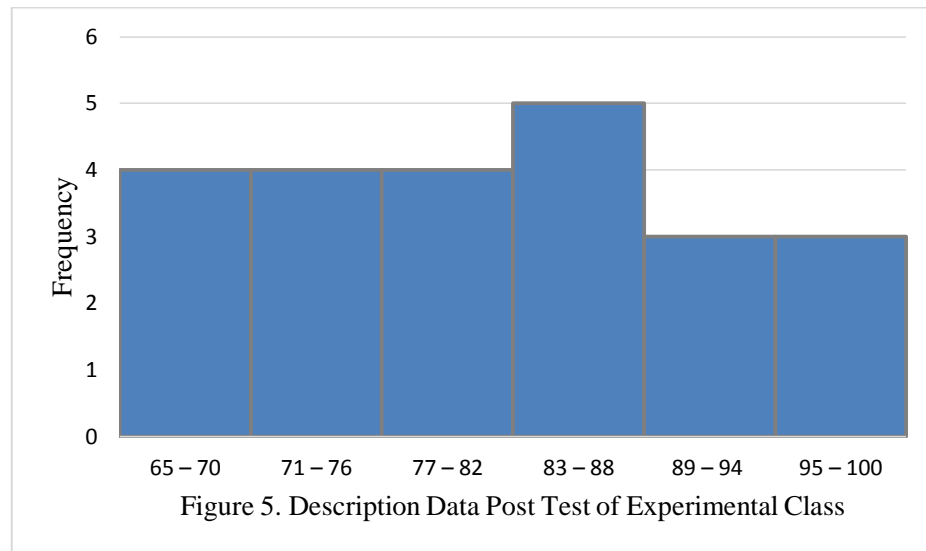
From histogram above, students' score 65 − 70 was 4 students, Students' score 71 - 76 was 4 students, students' score 77 - 82 was 4 students' , Students' score 83 - 88 was 5 students, students' score 89 - 94 was 3 students, and last students' score 95 - 100 was 3 student.

b. Score of Post-Test Control Class

In post-test of control class, researcher calculated result that had been gotten by students in answering question (test) after researcher taught students' motivation in learning English by using conventional strategy. The score of post-test control class can be seen in following table:

Table 12
The Score of Control Class in Post-test

Total	1650
Highest score	85
Lowest score	60
Mean	74
Median	72.71
Modus	72
Range	25
Interval	5
Standard deviation	8.47
Variants	71.83

Based on above table total score of control class in post-test was 1650, mean was 74, standard deviation was 8.47, variants was 71.83, median was 72.71, range was 25, modus was 72, interval was 5. The researcher got highest score was 95 and lowest score was 65. It can be seen on appendix 23. Then, computed of frequency distribution of students' score of control class can be applied into table frequency distribution as follow:

Table 13
Frequency Distribution of Students' Score

No	Interval	Mid Point	Frequency	Percentages
1	60 – 64	62	4	17.39%
2	65– 69	67	3	13.04%
3	70 – 74	72	7	30.43%
4	75 – 79	77	3	13.04%
5	80 – 84	82	2	8.69%
6	85 – 89	87	4	17.39%
	$i = 5$		**23**	**100%**

From table above, students' score in class interval between 60 – 64 was 4 students (17.39%), class interval between 65 – 69 was 3 students (13.04%), class interval between 70 – 74 was 7 students (30.43%), class interval between 75 – 79 was 2 students (13.04%), class interval between 80 – 84 was 2 students (8.69%), and last class interval between 85 – 89 was 4 students (17.39%).

In order to get description of data clearly and completely, researcher present them in histogram on following figure:

Figure 6. Description Data Post Test of Control Class
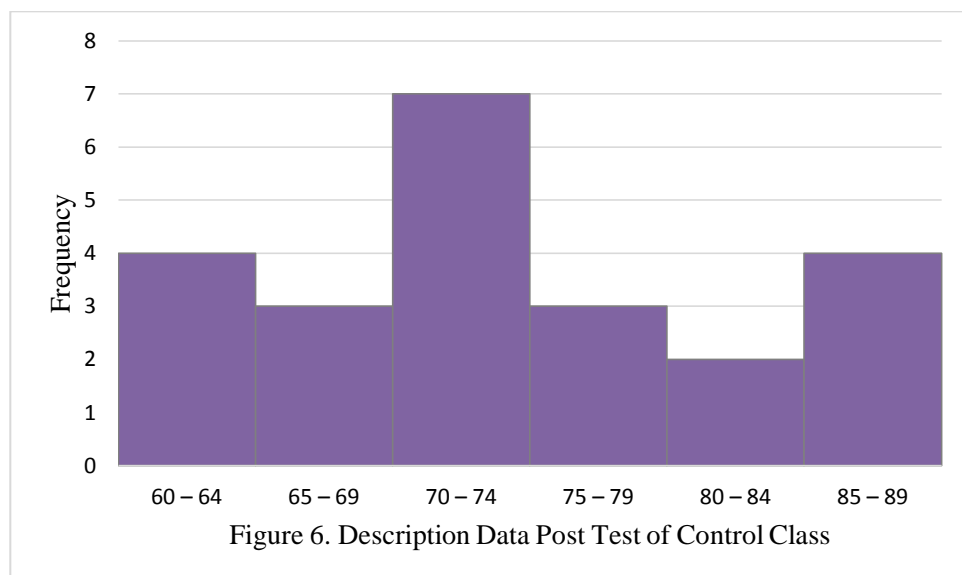
From histogram above, students' score 60 - 64 was 4 students, students' score 65 - 69 was 3 students, students' score 70 - 74 was 7 students, students' score 75 - 79 was 3 students, students' score 80 - 84 was 2 students, and last students' score 85 - 89 was 4 students.

c. The Comparison between Description Data Post – Test of Experimental Class and Control Class

Based on above histogram, researcher compared between description data post-test of control class and description data of experimental class on the following figure:

Figure 7: Description Data Post-Test of Control Class and Post-Test of Experimental
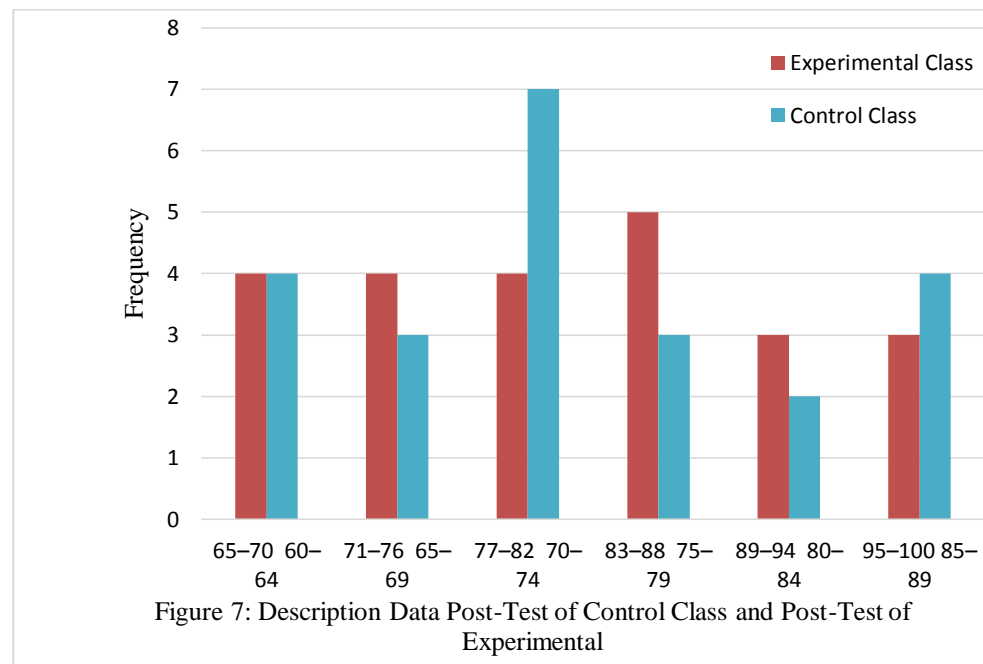
From the histogram above, the students' scores of experimental class was higher than the students' scores of control class

B. **Data Analysis**

1. **Requirement Test**

   a. **Normality and Homogeneity Pre-Test**

   1) Normality of Experimental and Control Class in Pre-Test

Table 14
Normality and Homogeneity in Pre-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	2.2	9.488	$1.22 < 2.04$	
Control Class	-0.75	9.488		

Based on above table researcher calculation, score of experiment class Lo = 2.2< Lt = 9.488 with n = 23 and control class Lo = 3.42 < Lt = 9.488 with n = 23, and real level α 0.05. Cause Lo < Lt in the both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 20.

2) Homogeneity of Experimental and Control Class in Pre-test

Coefficient of F_{count} = 1.22 was compared with F_{table} Where F_{table} was determined at real α 0.05, and different numerator dk = N-1 = 23-1 = 22 and denominator dk N-1 = 23–1 = 22. So, by using list of critical value at F distribution is got $F_{0.05}$ =2.04 It showed that F_{count} 1.22 < 2.04 So, researcher concluded that variant from data of

Students' Motivation in Learning English at Grade V SDIT Bunayya Padangsidimpuan by experimental and control class was homogenous. Calculation can be seen on appendix 18.

b. Normality and Homogeneity Post-Test

1) Normality of Experimental and Control Class in Post-Test

Table 15
Normality and Homogeneity in Post-Test

Class	Normality Test		Homogeneity Test	
	x_{count}	x_{table}	f_{count}	f_{table}
Experiment Class	1. 36	9.488	1.14 < 2.04	
Control Class	-2.79	9.488		

Based on table above researcher calculation, score of experiment class Lo = 1.36 < Lt = 9.488 with n = 23 and control class Lo = -2.79 < Lt = 9.488 with n = 23, and real level α 0.05. Cause Lo < Lt in both class. So, H_a was accepted. It means that experiment class and control class were distributed normal. It can be seen in appendix 22.

2) Homogeneity of Experimental and Control Class in Post-test

The coefficient of F_{count} = 1.14 was compared with F_{table}. Where F_{table} was determined at real α 0.05, and different numerator dk = N-1 = 23-1 = 22 and denominator dk N-1 = 23-1 = 22. So, by using list of critical value at F distribution is got $F_{0.05}$ = 2.04 It

showed that F_{count} 1.14 < F_{table} 2.04 So, researcher concluded that variant from data of Students' Motivation in Learning English at Grade V SDIT Bunayya Padangsidimpuan by experimental and control class was homogenous. Calculation can be seen on the appendix 19.

2. Hypothesis Test

After calculated data of post-test, researcher has found that post-test result of experiment and control class is normal and homogenous. Based on result, researcher used parametric test by using T-test to analyze hypothesis. Hypothesis alternative (H_a) of research was "There was significant Effectiveness of Using Kids Song on Students' In Learning English". Calculation can be seen on appendix 24.

Table 16
Result of T-test from Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
-0.9017	1.6802	3,221	1.6802

$H_a : \mu_1 > \mu_2$

Where:

$H_a : \mu_1 > \mu_2$ "There was a significant effect of using kids song on students' vocabulary mastery".

Based on researcher calculation, researcher found that t_{count} -0.9017 while t_{table} 1.6802 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = $n_1 +$

$n_2 - 2 = 23 + 23 - 2 = 42$. Cause $t_{count} > t_{table}$ (3.221> 1.6802), it means that hypothesis H_a was accepted and H_0 was rejected. So, there was significant effect of using kids song on students' in learning English. In this case, mean score of experimental class by using kids song was 82 and mean score of control class was 74 by using conventional strategy. Calculation can be seen on appendix 22.

C. Discussion

Based on related findings, researcher discussed result of this research and compared with related findings. It also discussed with theory that has been stated by researcher. First, Febria Afia Rahma[67] showed that the experimental class got 57.16. Second, Nur Indah Rusydah[68] showed that the experimental class got 59.25 for the mean score of pre test. The last Zulfa Imroatul Badingah[69] showed that the experimental got 72.66 for the mean score of pre test. Zulfa Imroatul's pre test result was higher than Febria's and Nur Indah's result.

Meanwhile, the researcher got the mean score of pre-test of the experimental class was 60. And it was higher pre test result than Febriand Nur Indah result of the related findings and Zulfa Imroatul was the highest score in

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[67]Febria Afia Rahma *The effectiveness of Using English Song From Youtube Towards Students' Vocabulary Mastery*" (Jakarta: UIN Syarif Hidayyatullah,2015) p. 61

[68] Nur Indah Rusydah *"The Effectiveness of Songs To Increase Students' Vocabulary"*(Jakarta: UIN, Syarif Hidayatullah, 2015) p. 59

[69] http://repo.iain-tulungagung.ac.id/3874/ (Zulfa Imroatul Badinga, *"The Effectiveness of The Use of Song Lyrics toward Students' Ability in Identifying Parts of Speech at SMPN 1 Sumbergempol Tulungagung",* (IAIN Tulungagung, 2016) p. 60

pre test result than Febri, Nur Indah and researcher. From the above description, it can be seen the highest mean score of pre test gtten by Zulfa Imroatul was 72.66. And the lowest mean score gotten by Febri was 57.16. It means, before using kids song, students' score was low. And for the researcher, the mean score of pre test of experimental class group was under the standardization where the standardization mark is 75.

Then, for the post-test result, Febria got the experimental class score was 75.33. Nur Indah got the experimental class score was 67.25, and Zulfa Imroatul got the experimental class score was 85.78, and it was higher than Febria's and Nur Indah's result. Beside that, the researcher got the mean score for experimental class after using kids song was 82, and it was higher score than Febria and Nur Indah result.

From the description, it can be seen that the highest mean score of post-test of the experimental class was gotten by Zulfa Imroatul where the mean score of post-test was 85.78 and the lowest mean score of post-test was gotten by Nur Indah in his thesis where the mean score of post-test was 67.25. So, among the mean scores of post-test, the mean scores have increased than pre-test. Where, for the researcher result, the mean score of post-test was passed the standardization where the standardization mark is 75.

Based on the result, the researcher has got the significant effectiveness of Kids Song, so have the researchers who mentioned in related finding. Febria

Afia Rahma[70] found that t_0 was higher than t_t (4.01>2.39), Nur Indah[71] found that t_0 was higher than t_t (1.896 > 1.686), and Zulfa Imroatul[72] found that $t_{count}$was higher than t_{table} (8.127 > 2.040). From the description, t-test result from Zulfa Imroatul's was the highest between Febria's and Nur Indah's result and t-test result from Nur Indah was lowest among them. Beside that, the researcher also found that t_{count} is higher than t_{table} where t_{count} was 3.221 and t_{table} was 1.680(3.221 > 1.680). Where, the researcher result of t-test was the higher than Nur Indah. Febria and Zulfa was higher than the researcher among the related findings result. It can be seen that among the researcher, the kids song gave the effectiveness on students vocabulary mastery at V grade of SDIT Bunayya Padangsidimpuan.

D. Threaths of Research

Researcher found threats of research as follows:

1. Students were not serious in answering pre-test and post-test. Some of them still did cheating. It made answer of test was not pure because they did not do it by themselves.

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[70]Febria Afia Rahma *The effectiveness of Using English Song From Youtube Towards Students' Vocabulary Mastery*" (Jakarta: UIN Syarif Hidayyatullah,2015) p. 61

[71]Nur Indah Rusydah *"The Effectiveness of Songs To Increase Students' Vocabulary"*(Jakarta: UIN, Syarif Hidayatullah, 2015) p. 59

2. Students were noisy while learning process. They were not concentrating in following learning process. Some of them talked to their friends and some of them did something outside teacher's rule, of course it made them can not get teacher's explanation well and gave impact to post-test answer.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research, the conclusion of this research is there was the significant effectiveness of using kids song on students' vocabulary mastery at grade V students' of SDIT Bunayya Padangsidimpuan. The researcher found the result of t-test where t_{count} was higher than $t_{table.}$ t_{count} 3.221 and t_{table} 1.6802 (3.221>1.6802). it means that H_a accepted. The mean score of experimental class in pre test was 60 and the mean score of control class was 63. After using kids song the means score of experimental class was 82 and the mean score of control class which was taught by using conventional was 74.

B. Suggestion

After finding the result of the effectiveness of using kids song on students' vocabulary mastery, there are some researcher's suggestion for the students, teacher and school. Based on above conclusion, researcher has some suggestions as follow:

1. For headmaster, provide tools and media complete in teaching motivation. That students' increase to learning English with media.

2. For English teacher of SDIT Bunayya Padangsidimpuan, it is very wise to apply innovative approach such as kids song on students' motivation.

3. For students, it is hoped to use kids song, because it can make them to be active in discuss material.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	**: SD IT Bunayya Padangsidimpuan**
Mata Pelajaran	**: Bahasa Inggris**
Kelas/Semester	**: V/II**
Alokasi Waktu	**: 2 X 35 menit**

A. Standar Kompetensi
 ➢ Menulis teks fungsional pendek sangat sederhana dalam konteks sekitar peserta didik

B. Kompetensi Dasar
1. Menghargai perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.
2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional
3. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu
4. Menangkap pesan dalam lagu

C. Indikator
 ➢ Spiritual : mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional
 ➢ Social : melakukan sikap yang bertanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsiste
 ➢ Pengetahuan: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual,prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 ➢ Ketrampilan: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan

D. Tujuan Pembelajaran
➢ Pada akhir pembelajaran, siswa dapat :
- ✓ Spiritual: Setelah proses pembelajaran peserta didik mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa Internasional secara konsisten
- ✓ Social: Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik berperilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten
- ✓ Pengetahuan: Setelah mengamati dan mendiskusikan teks lisan dan tulis tentang deskripsi tempat, peserta didik dapat menjelaskan fungsi sosial, struktur teks dan unsur kebahasaan secara tepat.
- ✓ Ketrampilan: Setelah memahami dan mendiskusikan teks interpersonal lisan dan tulis, peserta didik dapat mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

E. Materi pembelajaran
➢ Fakta : Teks lagu
➢ Konsep Fungsi sosial: Menghibur, mengungkapkan perasaan, mengajarkan pesan moral
➢ Prosedur Unsur kebahasaan:
- ✓ Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.
- ✓ Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.
- ✓ Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan

F. Metode Pembelajaran
1. Pendekatan   : *Scientific approach*
2. Metode   : Project-based Learning
3. Teknik   : Ceramah, diskusi, tanya jawab, pemberian tugas

G. Langkah-langkah kegiatan
Langkah-Langkah Kegiatan Pembelajaran
1. Pendahuluan 15 menit)
- ✓ Guru membuka pembelajaran dengan salam
- ✓ Guru membuka pembelajaran dengan menanyakan wawasan peserta didik tentang lagu anak-anak berbahasa inggris
- ✓ Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai.

✓ Guru memberikan penjelasan tentang pentingnya memahami lagu anak-anak

2. Kegiatan inti (25 menit)

   ✓ Guru menjelaskan lagu anak-anak kepada siswa
   ✓ Guru meminta menyebutkan lagu bahasa inggris yang mereka ketahui
   ✓ Guru menyebutkan beberapa contoh lagu
   ✓ Siswa menyebutkan contoh lagu yang mereka ketahui
   ✓ Guru memberikan contoh lirik lagu
   ✓ Guru memutar lagu "Bismillah (English Version)" dengan speaker
   ✓ Siswa mendengarkan lagu
   ✓ Guru memutar lagu tentang "Bismillah (English Version)"
   ✓ Guru menilai hasil siswa

3. Penutup (5 menit)

   ✓ Guru memberikan penguatan materi tentang lagu anak-anak

   ✓ Guru bersama-sama para peserta didik menutup pelajaran dengan

   berdoa.

H. Sumber belajar
   a. Internet
   b. Kamus bahasa Inggris

I. Penilaian
   Tertulis
   Tekhnik   : Fill in the blanks
   Bentuk : Melengkapi kalimat sederhana

Padangsidimpuan, 25 Juli 2019

Validator   **Researcher**

Aswar Hamid, S.Pd   **Tifanny Sahanaya Tanjung**
                                           Nim: 13 340 0111

LEARNING MATERIAL

BISMILLAH (ENGLISH VERSION)

Mom, why should we always say Bismillah?
Because when you say BISMILLAH, Allah is with you and put
Baraka in all what you do

Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah,, In the name of Allah

I wake up every morning, say God is the Unique
I'm hungry, I wash my hands, but before say BISMILLAH
I wake up every morning, say God is the Unique
I'm hungry, I wash my hands, but before say BISMILLAH

Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah,, In the name of Allah
Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah, in the name of Allah

When I'm ready for lunch, don't forget to say thanks to those who fed me well
But before say BISMILLAH   (X2)

Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah,, In the name of Allah
Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah, in the name of Allah

And when school is over, I can play, it's super
But, wait I have to pray. But before say BISMILLAH (X2)

I don't like, I don't like children who say BISMILLAH (X2)
Don't forget, don't forget, never forget BISMILLAH(X2)

And when the night is dark, if you forget the Dua'a of sleep
I would come in your dream, when you forget BISMILLAH
A'oudhou biallahi mina chaytani erajiim (No, No, Noooo)

And when the night is deep, I say the Dua'a of sleep, I read a nice story
But before say BISMILLAH
Bismillah, before sleeping.

Bismillah, before leaving.
Bismillah, before sitting.
Bismillah, before drinking.
Bismillah, before singing.
Bismillah, before playing.
Bismillah, before reading.
Bismillah, before writing.

Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah,, In the name of Allah
Bismillah, Bissmillah, Bismillah, au nom d'Allah
Bismillah, Bissmillah, Bismillah, in the name of Allah

Padangsidimpuan, 25 Juli 2019

Validator   **Researcher**

Aswar Hamid, S.Pd   **Tifanny Sahanaya Tanjung**
                                 Nim: 13 340 0111

APPENDIX 2

Control class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : **SD IT Bunayya Padangsidimpuan**

Mata Pelajaran : **Bahasa Inggris**

Kelas/Semester : **IV/I**

Alokasi Waktu : **2 X 35 menit**

A. Standar Kompetensi : Menulis teks fungsional pendek sangat

    sederhana

    dalam konteks sekitar peserta didik

B. Kompetensi Dasar : Menulis teks fungsional pendek sangat

    sederhana

    secara berterima

C. Indikator : Siswa mampu menuliskan (melengkapi) lirik

    lagu

    Bismillah (English Version)

D. Tujuan Pembelajaran : pada akhir pembelajaran, siswa dapat :

    ✓ Siswa dapat melengkapi lirik lagu

      Bismillah (English Version) dengan benar.

E. Materi Pembelajaran : Kids song Bismillah (English Version)

F. Metode Pembelajaran : Conventional method

G. Langkah-langkah kegiatan

    1. **Langkah-Langkah Kegiatan Pembelajaran**

      a. **Pendahuluan (5 menit)**

        ✓ Guru membuka pembelajaran dengan salam

- ✓ Guru membuka pembelajaran dengan menanyakan wawasan peserta didik tentang lagu anak-anak berbahasa inggris
- ✓ Guru menyampaikan kompetensi dasar dan tujuan pembelajaran yang akan dicapai.
- ➢ Guru memberikan penjelasan tentang pentingnya memahami lagu anak-anak

    b. Kegiatan inti (25 menit)

- ➢ Guru menjelaskan lagu anak-anak kepada siswa
- ➢ Guru meminta menyebutkan lagu bahasa inggris yang mereka ketahui
- ➢ Guru membagikan lembar test berupa melengkapi lirik lagu Bismillah (English Version).
- ➢ Guru menilai hasil siswa

    c. Penutup (5 menit)

- ➢ Guru memberikan penguatan materi tentang lirik lagu Bismillah (English Version).
- ➢ Guru bersama-sama para peserta didik menutup pelajaran dengan berdoa.

H. Sumber belajar

- Internet
- Kamus bahasa Inggris
- Papan tulis
- Spidol
- Penghapus
- Infocus
- Leptop

    Laudspea

I. **Penilaian**   **: Tes tertulis**

        Tekhnik   **: Fill in the blanks**

        Bentuk   **: Melengkapi kalimat sederhana**

                                        Padangsidimpuan, 25 Juli 2019

Validator   **Researcher**

Aswar Hamid, S.Pd   **Tifanny Sahanaya Tanjung**

                                          Nim: 13 340 0111

LEARNING MATERIAL

BISMILLAH (ENGLISH VERSION)

Bismillah – Alhamdulillah

Bismillahirrahmanirraahiim

Hear me out friends
Before we go to bed, what do we say ? , Bismillah
And when we are awake
What do we say? , Alhamdulillah

Before we eat our food
What do we say? , Bismillah
And when ever we're done,
What do we say? , Alhamdulillah

Bismillah… Bismillah… Bismillah
Alhamdulillah
Bismillah… Bismillah… Bismillah..
Alhamdulillah

     Children , before we do anything
We say Bismillah
And when we are done
we say Alhamdulillah

Before we read our books
What do we say? , Bismillah
And when ever we're done,
What do we say? , Alhamdulillah

Before we leave our house
What do we say? , Bismillah

And when we have arrived
What do we say , Alhamdulillah

Hu……hu….. hu….hu…hu…..hu
Hu……hu….. hu….hu…hu…..hu
Hu……hu….. hu….hu…hu…..hu
La….. la…… la….la….la…

Bismillah… Bismillah… Bismillah..
Alhamdulillah
Bismillah… Bismillah… Bismillah..
Alhamdulillah

Alhamdulillah, syukur to Allah.

Padangsidimpuan, 25 Juli 2019

Validator   **Researcher**

Aswar Hamid, S.Pd   **Tifanny Sahanaya Tanjung**
                                             Nim: 13 340 0111

Appendix 3

INSTRUMENT FOR PRE TEST AFTER VALIDITY

Name :

Class :

Instruction : fill in the blanks with the correct answer (isilah titik-titik dengan jawaban yang benar)

Bismillah (English Version)

Mom, why should we always say Bismillah?
Because when 1)……………… say Bismillah, Allah is with you
And 2)………….. Baraka in all what you do

Bismillah, Bismillah, Bismillah, au nom d'Allah
Bismillah, Bismillah, Bismillah, in the name of Allah

I wake up 3) …………….. morning, say God is the Unique
I'm hungry, I wash my 4) ……………., but before say Bismillah
I wake up every morning, say is the Unique
I'm hungry, I wash my hands, but 5) …………….. say Bismillah

Bismillah, Bismillah, Bismillah, au nom d'Allah
Bismillah, Bismillah, Bismillah, in the name of Allah

When I'm ready for 6) …………….., don't forget to 7) …………….. thanks
To those who fed 8) …………….. well
But 9) …………….. say Bismillah   (2X)

Bismillah, Bismillah, Bismillah, au nom d'Allah
Bismillah, Bismillah, Bismillah, in the name of 10) ……………..

And when is over, 11) …………….. can play, it's super
But, 12) …………….. I have to 13) ……………..
But before say Bismillah (2x)

I don't like, I don't like 14) …………….. who say Bismillah (2X)
Don't forget, don't forget, 15) …………….. forget Bismillah (2X)

And when the night is dark, if you forget to the Dua;a of Sleep
I would come in 16) …………….. dream, when you forget Bismillah
A'odhoubi allahi mina syaythonirraadziim (No, No, Noooooo)

And when the night is deep,
I say the Dua'a of 17) …………….., 18) …………….. a nice story
But before say Bismilah

Bismillah, before sleeping.
19) …………….., before leaving,
Bismillah, before sitting
Bismillah, before drinking,
Bismillah, before singing,
Bismillah, before playing,
Bismillah, before reading,
Bismillah, before writing.

Bismillah, Bismillah, Bismillah, au nom d'Allah
Bismillah, Bismillah, Bismillah, in the name of 20) ……………..

Validator

Aswar Hamid, S.Pd

Appendix 4

INSTRUMENT FOR POST TEST AFTER VALIDITY

Name:

Class :

Instruction : fill in the blanks with the correct answer (isilah titik-titik dengan jawaban yang benar)

Bismillah - Alhamdulillah

Bismillahirrahmanirraahiim

1) _____ me out 2)_____
Before we 3)_____ to 4)_____ , what do we say ? , Bismillah
And when we are awake
What do we say? , Alhamdulillah

5)_____ we 6)_____ our food
What do we say? , Bismillah
And whenever we're 7)_____,
What do 8)_____ say? , Alhamdulillah

Bismillah… Bismillah… 9)_____
Alhamdulillah
Bismillah… Bismillah… Bismillah..
Alhamdulillah

Children, before we do anything
We say Bismillah
And when 10) _____ are done
we say Alhamdulillah

Before we 11)_____ our 12) _____
What do we say? , Bismillah
And when 13)_____ we're done,

What do we say? , Alhamdulillah

Before we 14)_____ our 15)_____
What do 16) _____ say? , Bismillah
And when we have 17) _____
What do we 18) _____? , Alhamdulillah

Hu……hu….. hu….hu…hu…..hu
Hu……hu….. hu….hu…hu…..hu
Hu……hu….. hu….hu…hu…..hu
La….. la…… la….la….la…

Bismillah… 19)_____… Bismillah..
Alhamdulillah
Bismillah… Bismillah… Bismillah..
Alhamdulillah

Alhamdulillah, 20) _____ to Allah

Validator

Aswar Hamid, S.Pd

APPENDIX 5

KEY ANSWAR AFTER VALIDITY

PRE TEST	POST TEST
1. You	1. Hear
2. Put	2. Friends
3. Every	3. Go
4. Hands	4. Bed
5. Before	5. Before
6. Lunch	6. Eat
7. Say	7. Done
8. Me	8. We
9. Before	9. Bismillah
10. Allah	10. We
11. I	11. Read
12. Wait	12. Books
13. Pray	13. Ever
14. Children	14. Leave
15. Never	15. House
16. Your	16. We
17. Sleep	17. Arrived
18. Read	18. Say
19. Bismillah	19. Bismillah
20. Allah	20. Syukur

Validity of Pre-Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt²
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
2	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	20	400
3	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	0	0	20	400
4	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	0	20	400
5	0	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	1	0	1	0	1	0	1	0	1	9	81
6	1	1	0	1	1	0	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	18	324
7	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
8	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	20	400
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
10	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	12	144
11	0	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	1	0	1	0	0	1	1	0	1	11	121
12	0	1	0	1	1	0	0	1	0	0	0	1	0	0	1	1	1	1	1	1	0	0	1	0	1	13	169
13	1	1	1	1	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	0	0	0	1	0	0	16	256
14	1	1	1	1	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	1	0	1	1	0	1	12	144
15	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	21	441
16	0	1	1	1	1	0	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	18	324
17	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	1	9	81
18	0	1	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	23	529
19	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	625
20	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	20	400
21	1	1	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16
22	0	1	0	1	0	1	0	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	23	529
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	14	196
																										15	225
																										14	196
																										16	256
																										17	289
																										25	625
																										12	144
																										11	121
																										13	169
																										16	256
																										12	144
N=23	14	16	14	15	14	15	15	14	15	13	16	20	11	14	19	18	18	15	16	17	16	15	20	16	15	ΣXt = 389	Σxt² = 7219
P	0.609	0.696	0.609	0.652	0.609	0.652	0.652	0.609	0.652	0.565	0.696	0.87	0.478	0.609	0.826	0.783	0.783	0.652	0.696	0.739	0.696	0.652	0.87	0.696	0.652		
Q	0.391	0.304	0.391	0.348	0.391	0.348	0.348	0.391	0.348	0.435	0.304	0.13	0.522	0.391	0.174	0.217	0.217	0.348	0.304	0.261	0.304	0.348	0.13	0.304	0.348		

APPENDIX 7

Table Validity of Pre-Test

Number of Item	M_P	M_t	SD_t	P	Q	$r_{pbi}=\dfrac{M_p-M_t}{SD_t}\sqrt{\dfrac{p}{q}}$	r_t on 5% significant	Interpretation
1.	18.5	16.91	5.28	0.609	0.391	0.358	0.413	Invalid
2.	19.75	16.91	5.28	0.696	0.304	0.562	0.413	Valid
3.	18.78	16.91	5.28	0.609	0.391	0.443	0.413	Valid
4.	17.86	16.91	5.28	0.652	0.348	0.594	0.413	Valid
5.	19	16.91	5.28	0.609	0391	0.494	0.413	Valid
6.	16.73	16.91	5.28	0.652	0.348	0.518	0.413	Valid
7.	18.73	16.91	5.28	0.652	0.348	0.473	0.413	Valid
8.	19.35	16.91	5.28	0.609	0.391	0.578	0.413	Valid
9.	19.2	16.91	5.28	0.652	0.348	0.507	0.413	Valid
10.	19.07	16.91	5.28	0.565	0.435	0.468	0.413	Valid
11.	18.87	16.91	5.28	0.696	0.304	0.562	0.413	Valid
12.	18.2	16.91	5.28	0.870	0.130	0.508	0.413	Valid
13.	19.63	16.91	5.28	0.478	0.522	0.494	0.413	Valid
14.	18.71	16.91	5.28	0.609	0.391	0.426	0.413	Valid
15.	18.15	16.91	5.28	0.826	0.174	0.514	0.413	Valid
16.	18.15	16.91	5.28	0.783	0.217	0.231	0.413	Invalid
17.	18.33	16.91	5.28	0.783	0.217	0.511	0.413	Valid
18.	17.2	16.91	5.28	0.652	0.348	0.057	0.413	Invalid
19.	18.75	16.91	5.28	0.696	0.304	0.527	0.413	Valid
20.	18.41	16.91	5.28	0.739	0.261	0.478	0.413	Valid
21.	18.12	16.91	5.28	0.696	0.304	0.347	0.413	Invalid
22.	19	16.91	5.28	0.652	0.348	0.542	0.413	Valid
23.	17.95	16.91	5.28	0.870	0.130	0.508	0.413	Valid
24.	18.31	16.91	5.28	0.696	0.304	0.329	0.413	Invalid
25.	19	16.91	5.28	0.652	0.348	0.542	0.413	Valid

APPENDIX 8

Calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Pre-Test

A. Calculation of Pre-Test

    1. Means score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{389}{23} = 16.91$$

    2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t{}^2}{N} - \left(\frac{\sum x_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{7219}{23} - \left(\frac{389}{23}\right)^2}$$

$$SD_t = \sqrt{313.86 - 16.91^2}$$

$$SD_t = \sqrt{313.86 - 285.94} = \sqrt{27.92} = 5.28$$

    3. Means Score (M_p)

      Item 1 $M_{p1} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n1}$

$$M_{p1} = \frac{25+20+20+23+18+21+12+16+11+12+25+17+15+23}{14} = \frac{259}{14} = 18.5$$

      Item 2 $M_{p2} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n2}$

$$M_{p2} = \frac{\begin{array}{c}25+20+20+23+18+13+12+25+17+14+23+20+16+14+15\\+18+23\end{array}}{16} = \frac{316}{16} = 19.75$$

      Item 3 $M_{p3} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n3}$

$$M_{p3} = \frac{25+20+20+21+12+16+12+25+14+23+20+14+18+23}{14} = \frac{263}{14} = 18.78$$

      Item 4 $M_{p4} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n4}$

$$M_{p4} = \frac{25+20+23+18+11+25+17+23+20+16+14+15+18+23}{15} = \frac{268}{15} = 17.86$$

      Item 5 $M_{p5} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n5}$

$$M_{p5} = \frac{25+20+20+23+18+21+12+16+13+12+25+23+15+23}{14} = \frac{266}{14} = 19$$

Item 6 $M_{p6} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n6}$

$M_{p6} = \dfrac{25+20+20+21+12+16+25+14+23+20+14+18+23}{15} = \dfrac{251}{15} = 16.73$

Item 7 $M_{p7} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n7}$

$M_{p7} = \dfrac{25+20+20+23+18+21+12+13+12+25+17+14+23+15+23}{15} = \dfrac{281}{15} = 18.73$

Item 8 $M_{p8} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n8}$

$M_{p8} = \dfrac{25+20+20+23+18+11+25+23+20+16+14+15+18+23}{14}$

$= \dfrac{271}{14} = 19.35$

Item 9 $M_{p9} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n9}$

$M_{p9} = \dfrac{25+20+20+23+18+21+12+16+18+12+25+17+23+15+23}{15}$

$= \dfrac{288}{15} = 19.2$

Item 10 $M_{p10} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n10}$

$M_{p10} = \dfrac{25+20+23+9+21+16+13+25+23+20+16+14+23}{13}$

$= \dfrac{248}{13} = 19.07$

Item 11 $M_{p11} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n11}$

$M_{p11} = \dfrac{25+20+20+23+18+11+25+17+14+23+20+16+14+15+18+23}{16}$

$= \dfrac{302}{16} = 18.87$

Item 12 $M_{p12} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n12}$

M_{p12}

$= \dfrac{25+20+20+23+9+18+21+12+16+13+12+25+17+14+23+20+16+14+18+23}{20} =$

$\dfrac{364}{20} = 18.2$

Item 13 $M_{p13} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n13}$

$M_{p13} = \dfrac{25+20+23+21+13+25+14+20+14+18+23}{11}$

$$= \frac{216}{11} = 19.63$$

Item 14 $M_{p14} = \dfrac{\textit{the total of students score that true item answer}}{n14}$

$\qquad M_{p14} = \dfrac{25+20+23+9+21+16+13+25+14+23+20+16+14+23}{14} = \dfrac{262}{14} = 18.71$

Item 15 $M_{p15} = \dfrac{\textit{the total of students score that true item answer}}{n15}$

$\qquad M_{p15} = \dfrac{25+20+20+23+9+18+21+12+16+13+12+25+17+23+20+16+14+18+23}{19}$

$\qquad = \dfrac{345}{19} = 18.15$

Item 16 $M_{p16} = \dfrac{\textit{the total of students score that true item answer}}{n16}$

$\qquad M_{p16} = \dfrac{25+20+20+23+9+21+12+16+12+25+23+4+20+16+14+15+18+23}{18}$

$\qquad = \dfrac{316}{18} = 17.55$

Item 17 $M_{p17} = \dfrac{\textit{the total of students score that true item answer}}{n17}$

$\qquad M_{p17} = \dfrac{25+20+20+23+9+18+21+12+13+12+25+17+23+20+16+15+18+23}{18}$

$\qquad = \dfrac{330}{18} = 18.33$

Item 18 $M_{p18} = \dfrac{\textit{the total of students score that true item answer}}{n18}$

$\qquad M_{p18} = \dfrac{25+20+20+23+9+21+16+13+11+12+25+17+23+4+18}{15} = \dfrac{259}{15} = 17.2$

Item 19 $M_{p19} = \dfrac{\textit{the total of students score that true item answer}}{n19}$

$\qquad M_{p19} = \dfrac{25+20+23+18+21+13+11+25+17+14+23+20+14+15+18+23}{16}$

$\qquad = \dfrac{300}{16} = 18.75$

Item 20 $M_{p20} = \dfrac{\textit{the total of students score that true item answer}}{n20}$

$\qquad M_{p20} = \dfrac{25+20+20+23+18+21+16+13+11+25+17+23+4+20+16+18+23}{17}$

$\qquad = \dfrac{313}{17} = 18.41$

Item 21 $M_{p21} = \dfrac{\textit{the total of students score that true item answer}}{n21}$

$\qquad M_{p21} = \dfrac{25+20+20+23+9+18+21+12+12+25+17+14+23+20+16+15}{16}$

$\qquad\qquad = \dfrac{290}{16} = 18.12$

Item 22 $M_{p22} = \dfrac{\textit{the total of students score that true item answer}}{n22}$

$\qquad M_{p22} = \dfrac{25+23+18+21+16+11+25+17+14+23+20+16+15+18+23}{15} = \dfrac{285}{15} = 19$

Item 23 $M_{p23} = \dfrac{\textit{the total of students score that true item answer}}{n23}$

$\qquad M_{p23}$

$\qquad = \dfrac{25+20+20+23+9+18+21+12+16+13+12+25+17+14+23+20+16+14+18+23}{20} =$

$\dfrac{359}{20} = 17.95$

Item 24 $M_{p24} = \dfrac{\textit{the total of students score that true item answer}}{n24}$

$\qquad M_{p24} = \dfrac{25+23+18+21+16+11+25+17+14+23+4+20+16+15+18+23}{16}$

$\qquad\qquad = \dfrac{293}{16} = 18.31$

Item 25 $M_{p25} = \dfrac{\textit{the total of students score that true item answer}}{n25}$

$\qquad M_{p25} = \dfrac{25+23+18+21+16+11+25+17+14+23+20+16+15+18+23}{15} = \dfrac{285}{15} = 19$

4. **Calculation of the formulation** $r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

Item 1 $= r_{pbi} = \dfrac{M_p - M_t}{SD_t}\sqrt{\dfrac{p}{q}}$

$r_{pbi} = \dfrac{18.5 - 16.91}{5.28}\sqrt{\dfrac{0.609}{0.391}}$

$r_{pbi} = \dfrac{1.59}{5.28}\sqrt{1.556}$

$\qquad r_{pbi} = 0.30 \times 1.247 = 0.374$

Item 2 $= r_{pbi} = \dfrac{19.75 - 16.91}{5.28}\sqrt{\dfrac{0.696}{0.304}}$

$r_{pbi} = \dfrac{2.84}{5.28}\sqrt{2.286}$

$$r_{pbi}=0.537 \times 1.511= 0.811$$

Item 3 $= r_{pbi}=\dfrac{18.78-16.91}{5.28}\sqrt{\dfrac{0.609}{0.391}}$

$r_{pbi}=\dfrac{1.87}{5.28}\sqrt{1.566}$

$$r_{pbi}=0.354 \times 1.251= 0.442$$

Item 4 $= r_{pbi}=\dfrac{17.86-16.91}{5.28}\sqrt{\dfrac{0.652}{0.348}}$

$r_{pbi}=\dfrac{16.78}{5.28}\sqrt{1.875}$

$$r_{pbi}=3.178 \times 1.369= 4.350$$

Item 5 $= r_{pbi}=\dfrac{19-16.91}{5.28}\sqrt{\dfrac{0.609}{0.391}}$

$r_{pbi}=\dfrac{2.09}{5.28}\sqrt{1.556}$

$$r_{pbi}=0.395 \times 1.247= 0.492$$

Item 6 $= r_{pbi}=\dfrac{16.73-16.91}{5.28}\sqrt{\dfrac{0.652}{0.348}}$

$r_{pbi}=\dfrac{0.18}{5.28}\sqrt{1.875}$

$$r_{pbi}=0.034 \times 1.369= 0.046$$

Item 7 $= r_{pbi}=\dfrac{18.73-16.91}{5.28}\sqrt{\dfrac{0.652}{0.348}}$

$r_{pbi}=\dfrac{1.82}{5.28}\sqrt{1.875}$

$$r_{pbi}=0.344 \times 1.369= 0.470$$

Item 8 $= r_{pbi}=\dfrac{19.35-16.91}{5.28}\sqrt{\dfrac{0.609}{0.391}}$

$r_{pbi}=\dfrac{2.44}{5.28}\sqrt{1.556}$

$$r_{pbi}=0.462 \times 1.247= 0.576$$

Item 9 $= r_{pbi}=\dfrac{19.2-16.91}{5.28}\sqrt{\dfrac{0.652}{0.348}}$

$$r_{pbi}=\frac{2.29}{5.28}\sqrt{1.875}$$

$$r_{pbi}=0.433\times1.369=0.592$$

Item 10 = $r_{pbi}=\frac{19.07-16.91}{5.28}\sqrt{\frac{0.565}{0.435}}$

$$r_{pbi}=\frac{2.16}{5.28}\sqrt{1.300}$$

$$r_{pbi}=0.409\times1.140=0.057$$

Item 11 = $r_{pbi}=\frac{18.87-16.91}{5.28}\sqrt{\frac{0.696}{0.304}}$

$$r_{pbi}=\frac{1.96}{5.28}\sqrt{2.286}$$

$$r_{pbi}=0.371\ \times1.511=0.560$$

Item 12 = $r_{pbi}=\frac{18.2-16.91}{5.28}\sqrt{\frac{0.870}{0.130}}$

$$r_{pbi}=\frac{1.29}{5.28}\sqrt{6.667}$$

$$r_{pbi}=0.244\times2.582=0.630$$

Item 13 = $r_{pbi}=\frac{19.63-16.91}{5.28}\sqrt{\frac{0.478}{0.522}}$

$$r_{pbi}=\frac{2.72}{5.28}\sqrt{0.917}$$

$$r_{pbi}=0.515\times0.917=0.472$$

Item 14 = $r_{pbi}=\frac{18.71-16.91}{5.28}\sqrt{\frac{0.609}{0.391}}$

$$r_{pbi}=\frac{1.8}{5.28}\sqrt{1.556}$$

$$r_{pbi}=0.340\times1.247=0.423$$

Item 15 = $r_{pbi}=\frac{18.15-16.91}{5.28}\sqrt{\frac{0.826}{0.174}}$

$$r_{pbi}=\frac{1.59}{5.28}\sqrt{4.750}$$

$$r_{pbi}=0.301\times2.17=0.653$$

Item 16 $= r_{pbi} = \dfrac{17.55 - 16.91}{5.28} \sqrt{\dfrac{0.783}{0.217}}$

$r_{pbi} = \dfrac{0.64}{5.28} \sqrt{3.600}$

$r_{pbi} = 0.121 \times 1.897 = 0.229$

Item 17 $= r_{pbi} = \dfrac{18.33 - 16.91}{5.28} \sqrt{\dfrac{0.783}{0.217}}$

$r_{pbi} = \dfrac{1.42}{5.28} \sqrt{3.600}$

$r_{pbi} = 0.268 \times 1.897 = 0.508$

Item 18 $= r_{pbi} = \dfrac{17.2 - 16.91}{5.28} \sqrt{\dfrac{0.652}{0.348}}$

$r_{pbi} = \dfrac{0.29}{5.28} \sqrt{1.875}$

$r_{pbi} = 0.54 \times 1.369 = 0.073$

Item 19 $= r_{pbi} = \dfrac{18.75 - 16.91}{5.28} \sqrt{\dfrac{0.696}{0.304}}$

$r_{pbi} = \dfrac{1.84}{5.28} \sqrt{2.286}$

$r_{pbi} = 0.348 \times 1.511 = 0.525$

Item 20 $= r_{pbi} = \dfrac{18.41 - 16.91}{5.28} \sqrt{\dfrac{0.739}{0.261}}$

$r_{pbi} = \dfrac{1.5}{5.28} \sqrt{2.833}$

$r_{pbi} = 0.284 \times 1.683 = 0.477$

Item 21 $= r_{pbi} = \dfrac{18.12 - 16.91}{5.28} \sqrt{\dfrac{0.696}{0.304}}$

$r_{pbi} = \dfrac{1.21}{5.28} \sqrt{2.286}$

$r_{pbi} = 0.229 \times 1.511 = 0.346$

Item 22 $= r_{pbi} = \dfrac{19 - 16.91}{5.28} \sqrt{\dfrac{0.652}{0.348}}$

$r_{pbi} = \dfrac{2.09}{5.28} \sqrt{1.875}$

$r_{pbi} = 0.395 \times 1.369 = 0.540$

Item 23 = $r_{pbi}=\dfrac{17.95-16.91}{5.28}\sqrt{\dfrac{0.870}{0.130}}$

$r_{pbi}=\dfrac{1.04}{5.28}\sqrt{6.667}$

$r_{pbi}=0.196\times2.582=0.506$

Item 24 = $r_{pbi}=\dfrac{18.31-16.91}{5.28}\sqrt{\dfrac{0.696}{0.304}}$

$r_{pbi}=\dfrac{1.4}{5.28}\sqrt{2.286}$

$r_{pbi}=0.265\times1.511=0.400$

Item 25 = $r_{pbi}=\dfrac{19-16.91}{5.28}\sqrt{\dfrac{0.652}{0.348}}$

$r_{pbi}=\dfrac{2.09}{5.28}\sqrt{1.875}$

$r_{pbi}=0.395\times1.369=0.540$

Validity of Post-Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt²
1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	15	225
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
3	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484
4	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	1	0	11	121
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
6	1	1	0	0	1	1	1	0	0	0	0	1	1	0	1	1	0	1	1	0	1	0	0	0	0	14	196
7	1	0	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	15	225
8	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	10	100
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	22	484
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484
11	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	1	8	64
12	1	0	1	1	1	1	0	1	0	0	1	0	0	0	1	1	0	1	1	0	1	0	0	0	1	18	324
13	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	0	1	1	19	361
14	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	6	36
15	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	0	0	0	1	19	361
16	0	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	1	0	0	0	0	1	0	0	0	15	225
17	1	1	0	1	1	0	1	1	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	1	14	196
18	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
19	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	7	49
20	1	1	0	1	0	0	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	24	576
21	1	1	0	0	0	1	0	1	0	1	0	0	0	0	1	1	0	0	1	0	0	1	1	1	1	9	81
22	1	0	0	1	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	1	0	1	1	0	1	17	289
23	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	0	1	19	361
N=23	18	12	14	15	17	15	15	18	16	16	16	16	16	14	12	12	17	13	12	14	17	13	15	14	19	376	
P	0.783	0.522	0.609	0.652	0.739	0.652	0.652	0.783	0.696	0.696	0.696	0.696	0.696	0.609	0.522	0.522	0.739	0.565	0.522	0.609	0.739	0.565	0.652	0.601	0.826		$\Sigma Xt =$ 376, $\Sigma Xt^2 =$ 6876
Q	0.217	0.478	0.391	0.348	0.261	0.348	0.348	0.317	0.304	0.304	0.304	0.304	0.304	0.391	0.478	0.478	0.261	0.435	0.478	0.391	0.261	0.435	0.348	0.391	0.174		

APPENDIX 10

Table Validity of Post-Test

Number of Item	M_P	M_t	SD_t	P	Q	$r_{pbi}= \dfrac{M_{p}-M_{t}}{SD_t}\sqrt{\dfrac{p}{q}}$	r_t on 5% significant	Interpretation
1.	12.66	16.34	5.44	0.783	0.217	0.482	0.413	Valid
2.	20.5	16.34	5.44	0.522	0.478	0.538	0.413	Valid
3.	18.5	16.34	5.44	0.609	0.391	0.477	0.413	Valid
4.	18.4	16.34	5.44	0.652	0.348	0.499	0.413	Valid
5.	17	16.34	5.44	0.739	0.261	0.195	0.413	Invalid
6.	18.6	16.34	5.44	0.652	0.348	0.548	0.413	Valid
7.	18.13	16.34	5.44	0.652	0.348	0.434	0.413	Valid
8.	16.22	16.34	5.44	0.783	0.217	0.276	0.413	Invalid
9.	17.93	16.34	5.44	0.696	0.304	0.427	0.413	Valid
10.	17.87	16.34	5.44	0.696	0.304	0.544	0.413	Valid
11.	17.56	16.34	5.44	0.696	0.304	0.494	0.413	Valid
12.	17.62	16.34	5.44	0.696	0.304	0.343	0.413	Invalid
13.	17.25	16.34	5.44	0.696	0.304	0.242	0.413	Invalid
14.	19.42	16.34	5.44	0.609	0.391	0.682	0.413	Valid
15.	19.41	16.34	5.44	0.522	0.478	0.554	0.413	Valid
16.	19.91	16.34	5.44	0.522	0.478	0.662	0.413	Valid
17.	19.17	16.34	5.44	0.739	0.261	0.582	0.413	Valid
18.	19.92	16.34	5.44	0.565	0.435	0.521	0.413	Valid
19.	19.91	16.34	5.44	0.522	0.478	0.662	0.413	Valid
20.	19.21	16.34	5.44	0.609	0.391	0.535	0.413	Valid
21.	18	16.34	5.44	0.739	0.261	0.494	0.413	Valid
22.	18.61	16.34	5.44	0.565	0.435	0.459	0.413	Valid
23.	17.8	16.34	5.44	0.652	0.348	0.629	0.413	Valid
24.	18.42	16.34	5.44	0.609	0.391	0.461	0.413	Valid
25.	16.47	16.34	5.44	0.826	0.174	0.049	0.413	Invalid

APPENDIX 11

Calculation of $r_{pbi} = \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$ in Post-Test

A. Calculation of Post-Test

    1. Means score from score total (M_t)

$$M_t = \frac{\sum X_t}{N}$$

$$M_t = \frac{376}{23} = 16.34$$

    2. Standard Deviation (SD_t)

$$SD_t = \sqrt{\frac{\sum X_t^2}{N} - \left(\frac{\sum x_t}{N}\right)^2}$$

$$SD_t = \sqrt{\frac{6876}{23} - \left(\frac{376}{23}\right)^2}$$

$$SD_t = \sqrt{298.95 - 16.34^2}$$

$$SD_t = \sqrt{298.95 - 266.99} = \sqrt{29.62} = 5.44$$

    3. Means Score (M_p)

Item 1 $M_{p1} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n1}$

$$M_{p1} = \frac{15+23+22+11+14+22+19+19+23+24+17+19}{18} = \frac{228}{18} = 12.66$$

Item 2 $M_{p2} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n2}$

$$M_{p2} = \frac{23+22+24+12+10+22+18+19+15+23+24+17}{12} = \frac{229}{12} = 19.08$$

Item 3 $M_{p3} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n3}$

$$M_{p3} = \frac{15+23+22+24+15+22+18+19+6+15+14+23+24+19}{14} = \frac{259}{14} = 18.5$$

Item 4 $M_{p4} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n4}$

$$M_{p4} = \frac{25+20+23+18+11+25+17+23+20+16+14+15+18+23}{15} = \frac{268}{15} = 17.86$$

Item 5 $M_{p5} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n5}$

$$M_{p5} = \frac{25+20+20+23+18+21+12+16+13+12+25+23+15+23}{14} = \frac{266}{14} = 19$$

Item 6 $M_{p6} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n6}$

$\quad M_{p6} = \dfrac{17+11+27+23+21+22+24+19+21+23+27+29+26}{13} = \dfrac{290}{13} = 22.30$

Item 7 $M_{p7} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n7}$

$\quad M_{p7} = \dfrac{11+27+23+22+13+21+22+24+23+27+29+21+26+26+25}{15} = \dfrac{340}{15} = 22.66$

Item 8 $M_{p8} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n8}$

$\quad M_{p8} = \dfrac{17+11+27+23+22+4+15+21+21+22+24+19+21+23+24+27+29+21+26+20+26+25}{22}$

$\quad = \dfrac{468}{22} = 21.27$

Item 9 $M_{p9} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n9}$

$\quad M_{p9} = \dfrac{11+27+23+13+11+21+21+22+24+21+23+24+27+29+21+26+20+26+25}{19}$

$\quad = \dfrac{415}{19} = 21.84$

Item 10 $M_{p10} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n10}$

$\quad M_{p10} = \dfrac{27+23+22+4+15+21+22+24+19+21+24+27+29+21+26+20+26+25}{18}$

$\quad = \dfrac{396}{18} = 22.00$

Item 11 $M_{p11} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n11}$

$\quad M_{p11} = \dfrac{17+27+23+22+11+21+21+22+24+19+21+23+24+29+26+26+25}{17}$

$\quad = \dfrac{381}{17} = 22.41$

Item 12 $M_{p12} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n12}$

$\quad M_{p12} = \dfrac{11+27+23+22+11+21+24+27+29+21+26+26+25}{13} = \dfrac{293}{13} = 22.53$

Item 13 $M_{p13} = \dfrac{thetotalofstudentsscorethattrueitemanswer}{n13}$

$\quad M_{p13} = \dfrac{17+27+23+22+11+15+21+21+22+24+19+21+23+24+27+29+21+26+25}{19}$

$\quad = \dfrac{418}{19} = 22.00$

Item 14 $M_{p14} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n14}$

$\quad M_{p14} = \dfrac{17+27+23+22+22+24+21+23+24+27+29+26+20+26}{14} = \dfrac{331}{14} = 23.64$

Item 15 $M_{p15} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n15}$

$\quad M_{p15} = \dfrac{11+23+15+21+21+22+24+19+21+23+24+27+29+21+26+20+26}{17}$

$\quad = \dfrac{373}{17} = 21.94$

Item 16 $M_{p16} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n16}$

$\quad M_{p16} = \dfrac{17+27+23+22+13+15+21+22+24+19+23+24+27+29+21+26+20+25}{18}$

$\quad = \dfrac{398}{18} = 22.11$

Item 17 $M_{p17} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n17}$

$\quad M_{p17} = \dfrac{27+23+13+15+21+22+24+19+21+23+24+27+29+21+26+20+26}{17}$

$\quad = \dfrac{381}{17} = 22.41$

Item 18 $M_{p18} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n18}$

$\quad M_{p18} = \dfrac{17+27+22+13+4+21+19+21+23+24+29+21+25}{13} = \dfrac{266}{13} = 20.46$

Item 19 $M_{p19} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n19}$

$\quad M_{p19} = \dfrac{11=27+23+22+13+11+15+21+21+22+24+19+21+23+24+27+19+21+26+20+26+25}{22}$

$\quad = \dfrac{471}{22} = 21.40$

Item 20 $M_{p20} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n20}$

$\quad M_{p20} = \dfrac{17+11+27+23+22+11+15+21+21+22+24+19+21+23+24+27+29+26+20+26+25}{21}$

$\quad = \dfrac{454}{21} = 21.61$

Item 21 $M_{p21} = \dfrac{the\ total\ of\ students\ score\ that\ true\ item\ answer}{n21}$

$$\text{M}_{p21} = \frac{11+27+22+15+21+24+21+23+24+27+29+21+20+26+25}{15}$$

$$= \frac{336}{15} = 22.40$$

Item 22 $\text{M}_{p22} = \dfrac{the\,total\,of\,students\,score\,that\,true\,item\,answer}{n22}$

$$\text{M}_{p22} = \frac{17+23+15+21+21+24+23+27+29+21+26+20+26+25}{14} = \frac{318}{14} = 22.71$$

Item 23 $\text{M}_{p23} = \dfrac{the\,total\,of\,students\,score\,that\,true\,item\,answer}{n23}$

$$\text{M}_{p23} = \frac{27+13+24+19+23+24+27+29+21+26+20+26+25}{13} = \frac{304}{13} = 23.38$$

Item 24 $\text{M}_{p24} = \dfrac{the\,total\,of\,students\,score\,that\,true\,item\,answer}{n24}$

$$\text{M}_{p24} = \frac{\begin{array}{c}17+27+22+13+11+15+21+21+22+24+19+21+23+24+27+29+21\\+26+20+26+25\end{array}}{21}$$

$$= \frac{454}{21} = 21.61$$

Item 25 $\text{M}_{p25} = \dfrac{the\,total\,of\,students\,score\,that\,true\,item\,answer}{n25}$

$$\text{M}_{p25} = \frac{11+27+23+22+13+15+21+21+27+29+21+26}{12} = \frac{256}{12} = 21.33$$

4. **Calculation of the formulation** $r_{pbi} = \dfrac{M_p - M_t}{SD_t} \sqrt{\dfrac{p}{q}}$

Item 1 = $r_{pbi} = \dfrac{M_p - M_t}{SD_t} \sqrt{\dfrac{p}{q}}$

$$r_{pbi} = \frac{22.71-20.50}{5.89} \sqrt{\frac{0.583}{0.417}}$$

$$r_{pbi} = \frac{2.21}{5.89} \sqrt{1.398}$$

$$r_{pbi} = 0.375 \times 1.182 = 0.444$$

Item 2 = $r_{pbi} = \dfrac{24.50-20.50}{5.89} \sqrt{\dfrac{0.417}{0.583}}$

$$r_{pbi} = \frac{4}{5.89} \sqrt{0.714}$$

$$r_{pbi} = 0.679 \times 0.843 = 0.573$$

Item 3 = $r_{pbi} = \dfrac{22.22-20.50}{5.89} \sqrt{\dfrac{0.75}{0.25}}$

$$r_{pbi} = \frac{1.72}{5.89} \sqrt{3}$$
$$r_{pbi} = 0.292 \times 1.732 = 0.506$$

Item 4 = $r_{pbi} = \frac{22.57 - 20.50}{5.89} \sqrt{\frac{0.583}{0.417}}$

$$r_{pbi} = \frac{2.07}{5.89} \sqrt{1.4}$$
$$r_{pbi} = 0.351 \times 1.185 = 0.416$$

Item 5 = $r_{pbi} = \frac{21.68 - 20.50}{5.89} \sqrt{\frac{0.917}{0.083}}$

$$r_{pbi} = \frac{1.18}{5.89} \sqrt{11}$$
$$r_{pbi} = 0.200 \times 3.325 = 0.665$$

Item 6 = $r_{pbi} = \frac{22.30 - 20.50}{5.89} \sqrt{\frac{0.542}{0.458}}$

$$r_{pbi} = \frac{1.8}{5.89} \sqrt{1.182}$$
$$r_{pbi} = 0.305 \times 1.091 = 0.333$$

Item 7 = $r_{pbi} = \frac{22.66 - 20.50}{5.89} \sqrt{\frac{0.625}{0.375}}$

$$r_{pbi} = \frac{2.16}{5.89} \sqrt{1.667}$$
$$r_{pbi} = 0.366 \times 1.297 = 0.475$$

Item 8 = $r_{pbi} = \frac{21.27 - 20.50}{5.89} \sqrt{\frac{0.917}{0.083}}$

$$r_{pbi} = \frac{0.77}{5.89} \sqrt{11}$$
$$r_{pbi} = 0.130 \times 3.346 = 0.435$$

Item 9 = $r_{pbi} = \frac{21.84 - 20.50}{5.89} \sqrt{\frac{0.79}{0.21}}$

$$r_{pbi} = \frac{1.34}{5.89} \sqrt{3.8}$$
$$r_{pbi} = 0.227 \times 1.955 = 0.444$$

Item 10 = $r_{pbi} = \dfrac{22.00 - 20.50}{5.89} \sqrt{\dfrac{0.75}{0.25}}$

$r_{pbi} = \dfrac{1.5}{5.89} \sqrt{3}$

$\qquad r_{pbi} = 0.254 \times 1.736 = 0.441$

Item 11 = $r_{pbi} = \dfrac{22.41 - 20.50}{5.89} \sqrt{\dfrac{0.71}{0.29}}$

$r_{pbi} = \dfrac{1.91}{5.89} \sqrt{2.43}$

$\qquad r_{pbi} = 0.324 \times 1.558 = 0.505$

Item 12 = $r_{pbi} = \dfrac{22.53 - 20.50}{5.89} \sqrt{\dfrac{0.54}{0.46}}$

$r_{pbi} = \dfrac{2.03}{5.89} \sqrt{1.18}$

$\qquad r_{pbi} = 0.344 \times 1.093 = 0.376$

Item 13 = $r_{pbi} = \dfrac{22.00 - 20.50}{5.89} \sqrt{\dfrac{0.79}{0.21}}$

$r_{pbi} = \dfrac{1.5}{5.89} \sqrt{3.8}$

$\qquad r_{pbi} = 0.254 \times 1.952 = 0.496$

Item 14 = $r_{pbi} = \dfrac{23.64 - 20.50}{5.89} \sqrt{\dfrac{0.58}{0.42}}$

$r_{pbi} = \dfrac{3.14}{5.89} \sqrt{1.4}$

$\qquad r_{pbi} = 0.533 \times 1.183 = 0.631$

Item 15 = $r_{pbi} = \dfrac{21.94 - 20.50}{5.89} \sqrt{\dfrac{0.71}{0.29}}$

$r_{pbi} = \dfrac{1.44}{5.89} \sqrt{2.43}$

$\qquad r_{pbi} = 0.244 \times 1.561 = 0.381$

Item 16 = $r_{pbi} = \dfrac{22.11 - 20.50}{5.89} \sqrt{\dfrac{0.75}{0.25}}$

$r_{pbi} = \dfrac{1.61}{5.89} \sqrt{3}$

$\qquad r_{pbi} = 0.273 \times 1.732 = 0.473$

Item 17 = $r_{pbi} = \dfrac{22.41-20.50}{5.89}\sqrt{\dfrac{0.71}{0.29}}$

$r_{pbi} = \dfrac{1.91}{5.89}\sqrt{2.43}$

$\quad r_{pbi} = 0.324 \times 1.558 = 0.505$

Item 18 = $r_{pbi} = \dfrac{20.46-20.50}{5.89}\sqrt{\dfrac{0.542}{0.458}}$

$r_{pbi} = \dfrac{-0.04}{5.89}\sqrt{1.182}$

$\quad r_{pbi} = -0.06 \times 0.116 = -0.007$

Item 19 = $r_{pbi} = \dfrac{21.40-20.50}{5.89}\sqrt{\dfrac{0.917}{0.083}}$

$r_{pbi} = \dfrac{0.9}{5.89}\sqrt{11}$

$\quad r_{pbi} = 0.152 \times 3.361 = 0.511$

Item 20 = $r_{pbi} = \dfrac{21.61-20.50}{5.89}\sqrt{\dfrac{0.875}{0.125}}$

$r_{pbi} = \dfrac{1.11}{5.89}\sqrt{7}$

$\quad r_{pbi} = 0.188 \times 2.670 = 0.502$

Item 21 = $r_{pbi} = \dfrac{22.40-20.50}{5.89}\sqrt{\dfrac{0.625}{0.375}}$

$r_{pbi} = \dfrac{1.9}{5.89}\sqrt{1.667}$

$\quad r_{pbi} = 0.322 \times 1.291 = 0.416$

Item 22 = $r_{pbi} = \dfrac{22.71-20.50}{5.89}\sqrt{\dfrac{0.58}{0.42}}$

$r_{pbi} = \dfrac{2.21}{5.89}\sqrt{1.4}$

$\quad r_{pbi} = 0.375 \times 1.184 = 0.444$

Item 23 = $r_{pbi} = \dfrac{23.38-20.50}{5.89}\sqrt{\dfrac{0.54}{0.46}}$

$r_{pbi} = \dfrac{2.88}{5.89}\sqrt{1.18}$

$$r_{pbi} = 0.488 \times 1.090 = 0.532$$

Item 24 = $r_{pbi} = \dfrac{21.61 - 20.50}{5.89} \sqrt{\dfrac{0.875}{0.125}}$

$r_{pbi} = \dfrac{1.11}{5.89} \sqrt{7}$

$$r_{pbi} = 0.188 \times 2.670 = 0.502$$

Item 25 = $r_{pbi} = \dfrac{21.33 - 20.50}{5.89} \sqrt{\dfrac{0.5}{0.5}}$

$r_{pbi} = \dfrac{0.83}{5.89} \sqrt{1}$

$$r_{pbi} = 0.140 \times 1.007 = 0.141$$

Appendix 12

Reliability of Pre-Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt²
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	25	625
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	0	0	20	400
3	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	0	0	0	1	0	0	20	400
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	23	529
5	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	1	1	0	0	1	0	0	9	81
6	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	18	324
7	1	1	1	0	1	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	21	441
8	1	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	12	144
9	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	0	0	0	0	0	16	256
10	0	0	0	0	1	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	0	0	1	0	1	13	169
11	0	0	1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	1	0	0	1	0	11	121
12	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	12	144
13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	25	625
14	1	1	1	1	1	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	17	289
15	0	1	0	0	0	0	0	0	0	0	1	1	1	0	1	1	1	1	0	1	1	1	1	0	1	14	196
16	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	23	529
17	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	16
18	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	20	400
19	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	0	0	0	0	1	0	0	16	256
20	0	1	1	1	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	14	196
21	1	1	0	1	0	0	0	1	0	0	1	0	0	0	0	1	1	0	1	1	0	0	0	1	0	15	225
22	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	0	1	18	324
23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	23	529
N=23	14	16	14	15	14	15	15	14	15	13	16	20	11	14	19	18	18	15	16	17	16	15	20	16	15	$\sum xt = $ 389	$\sum xt^2 = $ 7219
P	0.609	0.696	0.609	0.652	0.609	0.652	0.652	0.609	0.652	0.565	0.696	0.87	0.478	0.609	0.826	0.783	0.783	0.652	0.696	0.739	0.696	0.652	0.87	0.696	0.652		
Q	0.391	0.304	0.391	0.348	0.391	0.348	0.348	0.391	0.348	0.435	0.304	0.13	0.522	0.391	0.174	0.217	0.217	0.348	0.304	0.261	0.304	0.348	0.13	0.304	0.348		

Reliability of Post-Test

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Xt	Xt²
1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	0	0	1	15	225
2	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
3	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484
4	1	1	0	0	1	0	1	1	0	0	0	0	1	0	0	1	1	1	0	0	0	0	0	1	1	11	121
5	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	24	576
6	1	1	0	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	0	0	1	0	0	1	1	14	196
7	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	22	484
8	0	1	0	0	0	1	0	1	1	1	1	0	0	0	0	0	0	1	0	0	1	0	0	0	1	10	100
9	1	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	0	1	0	0	0	1	15	225
10	1	0	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	1	0	1	14	196
11	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	0	1	1	1	1	0	1	22	484
12	1	0	0	0	1	1	0	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	19	361
13	1	1	1	0	0	1	1	0	1	0	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	19	361
14	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	6	36
15	1	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	1	19	361
16	1	0	1	0	1	1	0	1	1	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	15	225
17	1	0	1	0	1	0	0	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	14	196
18	1	0	1	0	0	1	0	0	1	1	1	0	0	1	0	0	0	0	0	0	0	0	1	1	1	23	529
19	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1	7	49
20	1	1	1	0	0	0	0	1	0	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	0	24	576
21	1	0	0	1	0	1	0	0	0	0	1	1	1	0	0	0	0	0	0	0	1	0	1	1	1	9	81
22	1	1	1	0	0	0	0	1	1	0	0	0	0	0	0	0	1	1	0	1	1	1	0	1	1	17	289
23	1	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	19	361
N=23	18	12	14	15	17	15	15	18	16	16	16	16	16	14	12	12	17	13	12	14	17	13	15	14	19	376	6876
P	0.783	0.522	0.609	0.652	0.739	0.652	0.652	0.783	0.696	0.696	0.696	0.696	0.696	0.609	0.522	0.522	0.739	0.565	0.522	0.609	0.739	0.565	0.652	0.601	0.826	$\Sigma x^2 =$	$\Sigma x^2 =$
Q	0.217	0.478	0.391	0.348	0.261	0.348	0.348	0.317	0.304	0.304	0.304	0.304	0.304	0.391	0.478	0.478	0.261	0.435	0.478	0.391	0.261	0.435	0.348	0.391	0.174		

APPENDIX 14

Reliability of Pre-Test

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(\frac{SB^2 - \sum pq}{SB^2}\right)$$

$N = 23$

$\sum Xt = 389$

$\sum Xt^2 = 7219$

$\sum pq = 5.24$

$S_t^2 = \sum Xt^2 - \left(\frac{\sum Xt}{N}\right)^2$

$\quad = 7219 - \left(\frac{389}{23}\right)^2 = 7219 - (16.91)^2 = 7219 - 285.94 = 6933.06$

$S_t^2 = \frac{\sum Xt^2}{N} = \frac{6933.06}{23}$

$S_t^2 = 301.43$

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(\frac{SB^2 - \sum pq}{SB^2}\right)$$

$$r_{11} = \left(\frac{23}{(23-1)}\right)\left(\frac{6933 - 5.24}{6933}\right)$$

$= (1.045)(0.999)$

$= 1.043$

$= 1.043$ ($r_{11} = 1.043 > r_{tabel} = 0.413$) reliable

Test is reliable if $r_{count} > r_{table}$. Based on calculation above, the test have very high reliable.

APPENDIX 15

Reliability of Post-Test

$$R_{11} = \left(\frac{k}{(k-1)}\right)\left(\frac{SB^2 - \sum pq}{SB^2}\right)$$

$N = 23$

$\sum Xt = 376$

$\sum Xt^2 = 6876$

$\sum pq = 5.47$

$S_t^2 = \sum Xt^2 - \left(\frac{\sum Xt}{N}\right)^2$

$ = 6876 - \left(\frac{376}{23}\right)^2 = 6876 - (16.34)^2 = 6876 - 266.99 = 6609.01$

$S_t^2 = \frac{\sum Xt^2}{N} = \frac{6609.01}{23}$

$S_t^2 = 287.34$

$$R_{11} = \left(\frac{k}{(k-1)}\right)\left(\frac{SB^2 - \sum pq}{SB^2}\right)$$

$$R = \left(\frac{23}{(23-1)}\right)\left(\frac{283 - 4.47}{283}\right)$$

$= (1.045)\,(0.999)$

$= 1.043$

$= 1.043$ ($r_{11} = 1.043 > r_{tabel} = 0.413$) reliable

Test is reliable if $r_{count} > r_{table}$. Based on calculation above, the test have very high reliable.

Appendix 16

Score of Experimental Class and Control Class on Pre-Test

1. Score of Experimental Class on Pre-Test before Using Kids Song

No	The Initial Name of Students (n)	Pre-Test
1	Arif	40
2	Rifki Bahwddin Lubis	45
3	Dilan	55
4	Ahmad Habib	80
5	Hilman Alif H	75
6	Akram Graha Mahesa	70
7	Anis	45
8	Ando	50
9	Cyriel Adnan	55
10	Ahmad Reyhan	65
11	Luthfi Aulia	60
12	Itbar Fathan Pasaribu	65
13	Ismail	80
14	Ahmad Fauzi	70
15	Fadil	75
16	Doli	60
17	Aldiansyah Fitrah	60
18	Munawar	70
19	Dimas	65
20	Faiz Dehotman Srg	60
21	Fathi	40
22	Fazry	45
23	Rapip Prajatan Salim	50
TOTAL		1380

2. Score of Control Class on Pre-Test

No	The Initial Name of Students (n)	Pre-Test
1	Annisa Ramadhani	45
2	Humairoh Armadani Siregar	70
3	Annisa Inggar Jati Siregar	65
4	Afiqqah Mumtazah Hrp	60
5	Nadira Aini	55
6	Beby Namyrah H. Tonang	45
7	Faizah Athiyyah Arin	55
8	Aqila Risky Mysaroh Srg	75
9	Athifa Ufaira Srg	65
10	Zayan Kamila Nst	70
11	Aulia Syafa Salsabila	50
12	Alya Adriani	80
13	Balqis Ramadhani	60
14	Ashilah Taqiyyag Srg	75
15	Nazhrah Khairani	65
16	Miftahul Lannah	55
17	Nauah Taqiyah Hasannah	75
18	Almira Granite	70
19	Nurhabibah Pano	65
20	Nazla	45
21	Shafa Aqila Srg	80
22	Fauziah Nodinta Srg	50
23	Sifa Annisa	70
	TOTAL	1445

Appendix 17

Score of Experimental Class and Control Class on Post-Test

3. Score of Experimental Class on Post-Test after Using Kids Song

No	The Initial Name of Students (n)	Post-Test
1	Arif	75
2	Rifki Bahwddin Lubis	70
3	Dilan	85
4	Ahmad Habib	80
5	Hilman Alif H	95
6	Akram Graha Mahesa	80
7	Anis	90
8	Ando	95
9	Cyriel Adnan	65
10	Ahmad Reyhan	85
11	Luthfi Aulia	95
12	Itbar Fathan Pasaribu	75
13	Ismail	90
14	Ahmad Fauzi	85
15	Fadil	80
16	Doli	90
17	Aldiansyah Fitrah	85
18	Munawar	65
19	Dimas	80
20	Faiz Dehotman Srg	75
21	Fathi	85
22	Fazry	70
23	Rapip Prajatan Salim	75
	TOTAL	1870

4. Score of Control Class on Post-Test

No	The Initial Name of Students (n)	Post-Test
1	Annisa Ramadhani	70
2	Humairoh Armadani Siregar	65
3	Annisa Inggar Jati Siregar	60
4	Afiqqah Mumtazah Hrp	80
5	Nadira Aini	75
6	Beby Namyrah H. Tonang	70
7	Faizah Athiyyah Arin	85
8	Aqila Risky Mysaroh Srg	65
9	Athifa Ufaira Srg	70
10	Zayan Kamila Nst	85
11	Aulia Syafa Salsabila	75
12	Alya Adriani	60
13	Balqis Ramadhani	80
14	Ashilah Taqiyyag Srg	70
15	Nazhrah Khairani	65
16	Miftahul Lannah	60
17	Naurah Taqiyah Hasannah	75
18	Almira Granite	70
19	Nurhabibah Pano	85
20	Nazla	70
21	Shafa Aqila Srg	60
22	Fauziah Nodinta Srg	85
23	Sifa Annisa	70
	TOTAL	1650

Appendix 18

HOMOGENEITY TEST (PRE-TEST)

Calculation of parameter to get variant of first class as experimental class sample by Kids Song and variant of second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 $: \delta_1^2 = \delta_2^2$

H_1 $: \delta_1^2 \neq \delta_2^2$

A. Variant of V A class is:

NO	Xi	Xi^2
1.	40	1600
2.	45	2025
3.	55	3025
4.	80	6400
5.	75	5625
6.	70	4900
7.	45	2025
8.	50	2500
9.	55	3025
10.	65	4225
11.	60	3600
12.	65	4225
13.	80	6400
14.	70	4900
15.	75	5625
16.	60	3600
17.	60	3600
18.	70	4900
19.	65	4225
20.	60	3600

21.	40	1600
22.	45	2025
23.	50	2500
Total	1380	86150

n   = 23

$\sum xi = 1380$

$\sum_{xi} 2 = 86150$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{23(86150) - (1380)^2}{23(23-1)}$$

$$= \frac{1981450 - 1904400}{23(22)}$$

$$= \frac{77050}{506}$$

$$= 152,27$$

B. Variant of V B class is:

NO	Xi	Xi^2
1.	45	2025
2.	45	2025
3.	45	2025
4.	50	2500
5.	50	2500
6.	55	3025
7.	55	3025
8.	55	3025
9.	60	3600
10.	60	3600
11.	65	4225
12.	65	4225
13.	65	4225
14.	65	4225
15.	70	4900

16.	70	4900
17.	70	4900
18.	70	4900
19.	75	5625
20.	75	5625
21.	75	5625
22.	80	6400
23.	80	6400
Total	1445	93525

N $\quad$ = 23

$\sum xi = 1445$

$\sum_{xi} 2 = 93525$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{23(93525) - (1445)^2}{23(23-1)}$$

$$= \frac{2151075 - 2088025}{23(22)}$$

$$= \frac{63050}{506}$$

$$= 124.60$$

V A and V B class:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{152,27}{124,60}$$

$$= 1.22$$

After doing calculation, researcher found that $F_{count} = 1.22$ with α 5% and dk = 22 from the distribution list F, researcher found that $F_{table} = 2.04$, cause $F_{count} < F_{table}$ (1.22 < 2.04). So, there is no difference variant between V A class class and V B class. It means that variant is homogenous.

Appendix 19

HOMOGENEITY TEST (POST-TEST)

Calculation of parameter to get variant of first class as experimental class sample by Kids Song and variant of second class as control class sample by using conventional method are used homogeneity test by using formula:

$$S^2 = \frac{n\Sigma xi^2 - (\Sigma xi)}{n(n-1)}$$

Hypotheses:

H_0 $: \delta_1^2 = \delta_2^2$

H_1 $: \delta_1^2 \neq \delta_2^2$

A. Variant of V A class is:

NO	Xi	Xi^2
24.	65	4225
25.	65	4225
26.	70	4900
27.	70	4900
28.	75	5625
29.	75	5625
30.	75	5625
31.	75	5625
32.	80	6400
33.	80	6400
34.	80	6400
35.	80	6400
36.	85	7225
37.	85	7225
38.	85	7225
39.	85	7225
40.	85	7225
41.	90	8100
42.	90	8100
43.	90	8100

44.	95	9025
45.	95	9025
46.	95	9025
Total	1870	153850

n $\quad$ = 23

$\sum xi = 13870$

$\sum_{xi} 2 = 15385$

So:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{23(153850)-(1870)^2}{23(23-1)}$$

$$= \frac{3538550-3496900}{23(22)}$$

$$= \frac{41650}{506}$$

$$= 82,31$$

B. Variant of V B class is:

NO	Xi	Xi^2
24.	60	3600
25.	60	3600
26.	60	3600
27.	60	3600
28.	65	4225
29.	65	4225
30.	65	4225
31.	70	4900
32.	70	4900
33.	70	4900
34.	70	4900
35.	70	4900
36.	70	4900
37.	70	4900
38.	75	5625

39.	75	5625
40.	75	5625
41.	80	6400
42.	80	6400
43.	85	7225
44.	85	7225
45.	85	7225
46.	85	7225
Total	1650	119950

N $= 23$

$\sum xi = 1650$

$\sum_{xi} 2 = 119950$

So:

$$S^2 = \frac{n \sum xi^2 - (\sum xi)}{n(n-1)}$$

$$= \frac{23(119950) - (1650)^2}{23(23-1)}$$

$$= \frac{2758850 - 2722500}{23(22)}$$

$$= \frac{36350}{506}$$

$$= 71.83$$

V A and V B class:

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

So:

$$F = \frac{82,31}{71.83}$$

$$= 1.14$$

After doing calculation, researcher found that $F_{count} = 1.14$ with α 5% and dk = 47 from the distribution list F, researcher found that $F_{table} = 2.04$, cause $F_{count} < F_{table}$ (1.14 < 2.04). So, there is no difference variant between V A class class and V B class. It means that variant is homogenous.

APPENDIX 20

RESULT OF NORMALITY TEST IN PRE TEST

RESULT OF NORMALITY TEST OF V A IN PRE-TEST

1. Score of V A class in pre test from low score to high score:

40	40	45	45	45	50	50	55	55	60
60	60	60	65	65	65	70	70	70	75
75	80	80							

2. High   = 80

    Low   = 40

    Range   = High – Low

             = 75 - 40

             = 40

3. Total of Classes   = 1 + 3,3 log (n)

                      = 1 + 3,3 log (23)

                      = 1 + 3,3 (1.361)

                      = 1 + 5.491

                      = 5

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{40}{5} = 8$

5. Mean

Interval Class	F	X	fixi	x-x$^{'}$	(x-x)^2	fi(x-x)$^{'2}$
40 – 47	5	43.5	217.5	-16.5	272.25	1360
48 – 55	4	51.5	206	0.8	0.64	2.56
56 – 63	4	59.5	238	0.9	0.81	3.24
64 – 71	7	67.5	405	1.12	1.25	7.5
72 – 79	2	75.5	151	1.2	1.44	2.88
80 – 87	2	83.5	167	1.3	1.69	3.38
i = 8	23	-	1384	21.82	-	1379.5

$$x = \frac{\sum fixi}{n} = \frac{1384}{23} = 60$$

$$SD_t = \sqrt{\frac{\sum fi(x-x`)^2}{(n-1)}} = \sqrt{\frac{1379.56}{23}} = \frac{1379.56}{22} = \sqrt{62.70} = 8$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
80 – 87	87.5	3.43	0.4997				
				0.0072	0.1656	2	11.07
72 – 79	79.5	2.43	0.4925				
				0.0689	1.5847	2	0.26
64 – 71	71.5	1.43	0.4236				
				0.2572	5.9156	6	0.01
56 – 63	63.5	0.43	0.1664				
				- 0.12134	-279082	4	-1.01
48 – 55	55.5	-0.56	0.28774				
					-703938	4	-1.05
40 – 47	47.5	-1.56	0.05938				
				- 0.30606	-0.82156	5	-7.08
	49.5	-1.31	0.09510				
				- 0.03572			
						X^2	2.2

Based on table above, researcher found that $x^2_{count} = 2.2$ while $x^2_{table} = 9.884$ cause $x^2_{count} < x^2_{table}$ (2.2< 9.884) with degree of freedom (dk) = 5−1 = 4 and significant level $\alpha = 5\%$. So distribution of V A class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	40 – 47	5	5
2	48 – 55	4	9
3	56 – 63	4	13
4	64 – 71	6	19
5	72 – 79	2	21
6	80 – 87	2	23

Position of Me in interval of classes is number 4, that:

Bb $= 63.5$

F $= 13$

fm $= 6$

i $= 8$

n $= 23$

1/2n $= 11.5$

So :

$$Me = Bb + i \left(\frac{{}^n\!/_2 - F}{fm} \right)$$

$$= 63.5 + 8 \left(\frac{11.5 - 13}{6} \right)$$

$$= 63.5 + 8 \left(\frac{-1.5}{6} \right)$$

$$= 63.5 + \left(\frac{6.5}{6} \right)$$

$$= 63.5 + 1.08$$

$$= 64.58$$

7. Modus

No	Interval	F	Fk
1	40 – 47	5	5
2	48 – 55	4	9
3	56 – 63	4	13
4	64 – 71	6	19
5	72 – 79	2	21
6	80 – 87	2	23

$M_o = L + \dfrac{d_1}{d_1 + d_2}\, i$

$L = 63.5$

$d_1 = 6 - 4 = 2$

$d_2 = 6 - 2 = 4$

$i = 8$

So,

$M_o = 63.5 + \dfrac{6}{6+4}\, 8$

$= 63.5 + 0.6\,(8)$

$= 63.5 + 4.8$

$= 68.3$

APPENDIX 21

RESULT OF NORMALITY TEST OF V B IN PRE-TEST

1. Score of V B class in pre test from low score to high score:

45	45	45	50	50	55	55	55	60	60
65	65	65	65	70	70	70	70	75	75
75	80	80							

2. High $= 80$

    Low $= 45$

    Range $=$ High – Low

              $= 80 - 45$

              $= 35$

3. Total of Classes $= 1 + 3{,}3 \log (n)$

                       $= 1 + 3{,}3 \log (23)$

                       $= 1 + 3{,}3 (1.361)$

                       $= 1 + 4.491$

                       $= 5.491$

                       $= 5$

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{35}{5} = 7$

5. Mean

Interval Class	F	X	fixi'	x - x'	(x - x')²	fi (x - x')²
45 – 51	5	48	240	-15	225	1125
52 – 58	3	55	165	-8	64	192
59 – 65	6	62	372	-1	1	6
66 – 72	4	69	276	6	36	144
73 – 79	3	76	228	13	169	507
70 – 86	2	83	166	20	400	800
$i = 5$	23		1447		-	2774

$$x = \frac{\sum fixi}{n} = \frac{1447}{23} = 63$$

$$SD_t = \sqrt{\frac{\sum fi(x-x`)^2}{(n-1)}} = \sqrt{\frac{2774}{23}} = \frac{2774}{22} = \sqrt{126.09} = 11.22$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
80 – 86	86.5	2.09	0.4817				
				0.0525	1.20	2	0.66
73 – 79	79.5	1.47	0.4292				
				0.1297	2.98	3	0.01
66 – 72	72.5	0.84	0.2995				
				0.2124	4.88	4	-0.18
59 – 65	65.5	0.22	0.0871				
				-0.25748	-5.92	6	-2.01
52 – 58	58.5	-0.40	0.34458				
				0.19072	4.38	3	-0.31
45 – 51	51.5	-1.02	0.15386				
				0.10439	2.40	5	1.08
	44.5	-1.65	0.04947				
						X^2	-0.75

Based on table above, reseracher found that x^2_{count} = -0.75 while x^2_{table} = 9.488 cause $x^2_{count} < x^2_{table}$ (0.75 < 9.488) with degree of freedom (dk) = 5–1 = 4 and significant level α = 5%. So distribution of V B class (pre-test) is normal.

6. Median

No	Interval	F	Fk
1	45 – 51	5	5
2	52 – 58	3	8
3	59 – 65	6	14
4	66 – 72	4	18
5	73 – 79	3	21
6	70 – 86	2	23

Position of Me in interval of classes is number 3, that:

Bb = 58.5.5

F   = 8

fm = 6

i   = 7

n   = 23

1/2n= 11.5

So :

$$\text{Me} = \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 58.5 + 7 \left(\frac{11.5-8}{6} \right)$$

$$= 58.5 + 7 \left(\frac{3.5}{6} \right)$$

$$= 58.5 + \frac{24.5}{6}$$

$$= 58.5 + 4.08$$

$$= 62.58$$

7. Modus

No	Interval	F	Fk
1	45 – 51	5	1
2	52 – 58	3	5
3	59 – 65	6	8
4	66 – 72	4	15
5	73 – 79	3	23
6	70 – 86	2	25

$M_o = L + \dfrac{d_1}{d_1 + d_2} \, i$

$L \quad = 58.5$

$d_1 \quad = 6 - 3 = 3$

$d_2 \quad = 6 - 4 = 2$

$i \quad = 7$

So,

$M_o = 58.5 + \dfrac{3}{3+2} \, 7$

$\quad = 58.5 + 0.6 \,(7)$

$\quad = 58.5 + 4.2$

$\quad = 62.7$

APPENDIX 22

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF NORMALITY TEST OF V A IN POST-TEST

1. Score of V A class in post test from low score to high score:

65	65	70	70	75	75	75	75	80	80
80	80	85	85	85	85	85	90	90	90
95	95	95							

2. High $= 95$

   Low $= 65$

   Range $=$ High $-$ Low

   $= 95 - 65$

   $= 30$

3. Total of Classes $= 1 + 3,3 \log (n)$

   $= 1 + 3,3 \log (23)$

   $= 1 + 3,3 \, (1.361)$

   $= 1 + 4.491$

   $= 5.491$

   $= 5$

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{30}{5} = 6$

5. Mean

Interval Class	F	X	fixi´	x - x´	(x - x´)²	fi (x - x´)²
65 – 70	4	67.5	270	-14.5	210.25	841
71 – 76	4	73.5	294	-8.5	72.25	289
77 – 82	4	79.5	318	-2.5	6.25	25
83 – 88	5	85.5	427.5	3.5	12.25	62.5
89 – 94	3	91.5	274.5	9.5	90.25	271.5
95 – 100	3	97.5	292.5	15.5	240.25	720.75
$i = 6$	23	-	1876.5	-	-	2209.25

$$x = \frac{\Sigma\,fixi}{n} = \frac{1876\,.5}{23} = 81\,.5 = 82$$

$$SD_t = \sqrt{\frac{\Sigma\,fi(x-\acute{x})^2}{(n-1)}} = \sqrt{\frac{2209.25}{23-1}} = \frac{2209.25}{22} = \sqrt{10042} = 10.02 = 10$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0 - f_h)}{f_h}$
95 – 100	100.5	1.85	0.4678				
				0.0734	1.68	3	0.78
89 – 94	94.5	1.25	0.3944				
				0.1522	3.50	3	-0.14
83 – 88	88.5	0.65	0.2422				
				0.2223	5.11	5	-0.02
77 – 82	82.5	0.05	0.0199				
				-0.27126	-6.23	4	-0.35
71 – 76	76.5	-0.55	0.29116				
				0.16609	3.82	4	0.04
65 – 70	70.5	-1.15	0.12507				
				0.08501	1.92	4	1.05
	64.5	-1.75	0.04006				
						X^2	**1.36**

Based on table above, reseracher found that $x^2{}_{count} = 1.36$ while $x^2{}_{table} = 9.488$ cause $x^2{}_{count} < x^2{}_{table}$ (1.36 < 9.488) with degree of freedom (dk) = 5–1 = 4 and significant level $\alpha = 5\%$. So distribution of V A class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	65 – 70	4	4
2	71 – 76	4	8
3	77 – 82	4	12
4	83 – 88	5	17
5	89 – 94	3	20
6	95 – 100	3	23

Position of Me in interval of classes is number 4, that:

Bb = 82.5

F = 12

fm = 5

i = 6

n = 23

1/2n = 11.5

So :

$$Me = Bb + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 82.5 + 6 \left(\frac{11.5 - 12}{5} \right)$$

$$= 82.5 + 6 \left(\frac{-0.5}{5} \right)$$

$$= 82.5 + -0.6$$

$$= 81.9$$

$$= 82$$

7. Modus

No	Interval	F	Fk
1	65 – 70	4	4
2	71 – 76	4	8
3	77 – 82	4	12
4	83 – 88	5	17
5	89 – 94	3	20
6	95 – 100	3	23

$$M_o = L + \frac{d_1}{d_1 + d_2} \, i$$

L = 82.5

d_1 = 5 − 4 = 1

d_2 = 5 − 3 = 2

i = 6

So,

$$M_o = 82.5 + \frac{1}{1+2} \, 6$$

$$= 82.5 + 0.3 \, (6)$$

$$= 82.5 + 1.8$$

$$= 84.3$$

$$= 84$$

APPENDIX 23

RESULT OF NORMALITY TEST IN POST TEST

RESULT OF NORMALITY TEST OF V B IN POST-TEST

1. Score of V B class in pre test from low score to high score:

60	60	60	60	65	65	65	70	70	70
70	70	70	70	75	75	75	80	80	85
85	85	85							

2. High = 85

Low = 60

Range = High – Low

= 85 - 60

= 25

3. Total of Classes = 1 + 3,3 log (n)

= 1 + 3,3 log (23)

= 1 + 3,3 (1.361)

= 1 + 5.491

= 5

4. Length of Classes $= \dfrac{range}{total\ of\ class} = \dfrac{25}{5} = 5$

5. Mean

Interval Class	fi	xi	fixi	x-x$^{'}$	(x-x)^2	fi(x-x)$^{'2}$
60 – 64	4	62	248	-12	144	576
65 – 69	3	67	201	-7	49	147
70 – 74	7	72	504	-2	4	28
75 – 79	3	77	231	3	9	27
80 – 84	2	82	164	8	64	128
85 – 89	4	87	348	13	169	676
i = 5	23	-	1696	-	-	1582

$$x = \frac{\Sigma\,fixi}{n} = \frac{1696}{23} = 73\,.73\ =\ 74$$

$$SD_t = \sqrt{\frac{\Sigma fi(x-x`)^2}{(n-1)}}\ =\ \sqrt{\frac{1582}{23}} = \frac{1582}{22} = \sqrt{71.90}\ = 8.47$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of Score	Real Upper Limit	Z – Score	Limit of Large of the Area	Large of area	f_h	f_0	$\frac{(f_0-f_h)}{f_h}$
85 – 87	89.5	1.82	0.4656				
				0.0749	1.72	4	1.32
80 – 84	74.5	1.23	0.3907				
				0.1518	3.49	2	-0.42
75 – 79	79.5	0.64	0.2389				
				0.219	5.03	3	-0.40
70 – 74	74.5	0.05	0.0199				
				-0.27816	-6.39	7	-2.09
65– 69	59.5	-0.53	0.29806				
				-0.1667	3.83	3	-0.21
60 – 64	64.5	-1.12	0.13136				
				-0.08773	2.01	4	-0.99
	59.5	-1.71	0.04363				
						X^2	-2.79

Based on table above, researcher found that x^2_{count} = -2.79 while x^2_{table} = 9.884 cause $x^2_{count} < x^2_{table}$ (-2.79< 9.884) with degree of freedom (dk) = 5–1 = 4 and significant level α = 5%. So distribution of V B class (post-test) is normal.

6. Median

No	Interval	F	Fk
1	60 – 64	4	5
2	65 – 69	3	7
3	70 – 74	7	14
4	75 – 79	3	17
5	80 – 84	2	19
6	85 – 89	4	23

Position of Me in interval of classes is number 3, that:

Bb   = 69.5

F   = 7

fm   = 7

i   = 5

n   = 23

1/2n   = 11.5

So :

$$\text{Me} = \text{Bb} + i \left(\frac{\frac{n}{2} - F}{fm} \right)$$

$$= 69.5 + 5 \left(\frac{11.5 - 7}{7} \right)$$

$$= 69.5 + 5 \left(\frac{4.5}{7} \right)$$

$$= 69.5 + \left(\frac{22.5}{7} \right)$$

$$= 69.5 + 3.21$$

$$= 72.71$$

7. Modus

No	Interval	F	Fk
1	60 – 64	5	5
2	65 – 69	4	9
3	70 – 74	4	13
4	75 – 79	6	19
5	80 – 84	2	21
6	85 – 89	2	23

$M_o = L + \frac{d_1}{d_1 + d_2} \, i$

$L = 69.5$

$d_1 = 7 - 3 = 4$

$d_2 = 7 - 3 = 4$

$i = 5$

So,

$M_o = 69.5 + \frac{4}{4+4} \, 5$

$= 63.5 + \frac{4}{8} \, (5)$

$= 69.5 + 0.5$

$= 69.5 + 2.5$

$= 72$

APPENDIX 24

T-test of Both Averages in Pre-Test

Formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{60 - 63}{\sqrt{\left(\frac{(23-1)152.27 + (23-1)124.60}{23 + 23 - 2}\right)\left(+\frac{1}{23}\right)}}$$

$$Tt = \frac{-3}{\sqrt{\left(\frac{22(152.27) + 22(124.60)}{44}\right)\frac{2}{23}}}$$

$$Tt = \frac{3.4}{\sqrt{\left(\frac{3349.94 + 2741.2}{44}\right)(0.08)}}$$

$$Tt = \frac{-3}{\sqrt{\left(\frac{6091.14}{44}\right)(0.08)}}$$

$$Tt = \frac{-3}{\sqrt{138.43\,(0.08)}}$$

$$Tt = \frac{-3}{\sqrt{11.0744}}$$

$$Tt = \frac{-3}{3.327}$$

$$Tt = \text{-0.9017}$$

Based on researcher calculation result of homogeneity test of both averages, researcher found that t_{count} = -0.9017 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk $= n_1 + n_2 - 2 = 23 + 23 - 2 = 44$, $t_{table} = 1.6802$ So, $t_{count} < t_{table}$ (-0.9017 <1.6802) and H_0 is accepted, it means no difference average between first class as experimental class and second class as control class in this research.

APPENDIX 25

T-test of the Both Averages in Post-Test

The formula was used to analyse homogeneity test of the both averages was t-test, that:

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$Tt = \frac{82 - 74}{\sqrt{\left(\frac{(23 - 1)82.31 + (23 - 1)71.83}{23 + 23 - 2}\right)\left(\frac{1}{23} + \frac{1}{23}\right)}}$$

$$Tt = \frac{8}{\sqrt{\left(\frac{22(80.31) + 22(71.83)}{44}\right)\left(\frac{2}{23}\right)}}$$

$$Tt = \frac{8}{\sqrt{\left(\frac{181010.82 + 1580.26}{44}\right)(0.08)}}$$

$$Tt = \frac{8}{\sqrt{\left(\frac{3391.08}{44}\right)(0.08)}}$$

$$Tt = \frac{8}{\sqrt{77.07\,(0.08)}}$$

$$Tt = \frac{8}{6.1656}$$

$$Tt = \frac{8}{2.483}$$

$$Tt = 3.221$$

Based on researcher calculation result of homogeneity test of both averages, researcher found that t_{count} = 3.221 with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 23 + 23 - 2 = 44$, t_{table} =1.6802 So, $t_{count} > t_{table}$ (3.221>1,6802) and H_a is accepted, it means there was difference average between first class as experimental class and second class as control class in this research.

APPENDIX 26

Chi-Square Table

dk	Significant level					
	50%	30%	20%	10%	5%	1%
1	0,455	1,074	1,642	2,706	3,841	6,635
2	1,386	2,408	3,219	4,605	5,991	9,210
3	2,366	3,665	4,642	6,251	7,815	11,341
4	3,357	4,878	5,989	7,779	9,488	13,277
5	4,351	6,064	7,289	9,236	11,070	15,086
6	5,348	7,231	8,558	10,645	12,592	16,812
7	6,346	8,383	9,803	12,017	14,067	18,475
8	7,344	9,524	11,030	13,362	15,507	20,090
9	8,343	10,656	12,242	14,684	16,919	21,666
10	9,342	11,781	13,442	15,987	18,307	23,209
11	10,341	12,899	14,631	17,275	19,675	24,725
12	11,340	14,011	15,812	18,549	21,026	26,217
13	12,340	15,119	16,985	19,812	22,362	27,688
14	13,339	16,222	18,151	21,064	23,685	29,141
15	14,339	17,222	19,311	22,307	24,996	30,578
16	15,338	18,418	20,465	23,542	26,296	32,000
17	16,338	19,511	21,615	24,769	27,587	33,409
18	17,338	20,601	22,760	25,989	28,869	34,805
19	18,338	21,689	23,900	27,204	30,144	36,191
20	19,337	22,775	25,038	28,412	31,410	37,566
21	20,337	23,858	26,171	29,615	32,671	38,932
22	21,337	24,939	27,301	30,813	33,924	40,289
23	22,337	26.018	28,429	32,007	35,172	41,638
24	23,337	27,096	29,553	33,196	35,415	42,980
25	24,337	28,172	30,675	34,382	37,652	44,314
26	25,336	29,246	31,795	35,563	38,885	45,642
27	26,336	30,319	32,912	36,741	40,113	46,963
28	27,336	31,391	34,027	37,916	41,337	48,278
29	28,336	32,461	35,139	39,087	42,557	49,588
30	29,336	33,530	36,250	40,256	43,773	50,892

APPENDIX 27

Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592

-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

Z-Table

z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
0.1	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
0.2	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
0.3	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
0.4	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
0.5	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
0.6	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
0.7	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
0.8	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
0.9	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
1.0	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
1.1	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
1.2	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
1.3	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
1.4	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
1.5	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
1.6	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
1.7	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
1.8	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
1.9	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
2.0	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
2.1	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
2.2	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
2.3	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
2.4	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
2.5	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952

2.6	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
2.7	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
2.8	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
2.9	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
3.0	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990
3,1	0,4990	0,4991	0,4991	0.4991	0,4992	0,4992	0,4992	0,4992	0,4993	0,4993
3,2	0,4993	0,4993	0,4994	0,4994	0,4994	0,4994	0,4994	0,4995	0,4995	0,4995
3,3	0,4995	0,4995	0,4995	0,4996	0,4996	0,4996	0,4996	0,4996	0,4997	0,4997
3,4	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4997	0,4998
3,5	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998	0,4998
3,6	0,4998	0,4998	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,7	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,8	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999	0,4999
3,9	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000	0,5000

Nomor	:	/In.19/E.6a/PP.00.9/ 09 /2017	Padangsidimpuan,	September 2017
Sifat	: Biasa			
Lampiran	: -			
Perihal	: *Pengesahan Judul dan Pembimbing Skripsi*			

Kepada Yth Bapak/Ibu;
1. **Rayendriani Fahmei Lubis, M.Ag.**   (Pembimbing I)
2. **FitriRayani Siregar, M.Hum**   (Pembimbing II)

Di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb
    Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama	: Tifanny Sahanaya Tanjung
Nim	: 13 340 0111
Fak/ Jurusan	: Tarbiyah dan Ilmu Keguruan / TBI-3
JudulSkripsi	: **The Effectiveness of Kids Song on Students' Vocabulary Mastery at V Grade of SDIT BunayyaPadangsidimpuan**

    Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan TadrisBahasaInggris

Rayendriani Fahmei Lubis, M.Ag.   **Fitri Rayani Siregar, M.Hum.**
NIP. 19710510 200003 2 001   NIP.19820731 200912 2 004

Mengetahui
a.n. Dekan
Wakil DekanBidang Akademik

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/~~TIDAK BERSEDIA~~   BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING I   PEMBIMBING II

Rayendriani Fahmei Lubis, M.Ag.   **FitriRayani Siregar, M.Hum**
NIP. 19710510 200003 2 001   NIP.19820731 200912 2 004

Nomor : B - 980   /In.14/E/TL.00/07/2019   25 Juli 2019
Hal   : Izin Penelitian
          Penyelesaian Skripsi.

Yth. Kepala SDIT Bunayya Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Tifanny Sahanaya Tanjung
NIM   : 133400111
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Jl. Soripada Mulia Simp. MAN 1 Gg., Karya No. 10 Padangsidimpuan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang
sedang menyelesaikan Skripsi   dengan Judul **"The Effectiveness of Kids Song on
Students' Motivation in Learning English at V Grade of SDIT Bunayya
Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian
sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

                                                                            Dekan

                                                            Dr. Lelya Hilda, M.Si.
                                                        NIP. 19720920 200003 2 002

Appendix 28

<div align="center">

Photo Research

</div>

SURAT KETERANGAN
No.084/SDIT-BNY/IX/2019

السلام عليكم و رحمة الله و بركاته

Yang Bertanda Tangan di bawah ini :

Nama : Mahlina, S.Pd
Tempat Tanggal Lahir : Asahan, 20 Juli 1970
Jabatan : Kepala Sekolah
Unit Kerja : SD Swasta Islam Terpadu Bunayya Padangsidimpuan

Dengan ini menerangkan bahwa :

Nama : TIFANNY SAHANAYA TANJUNG
N I M : 13 340 0111
Fakultas : Tarbiyah dan Ilmu Keguruan
Prog. Studi : Tadris/Pendidikan Bahasa Inggris

Sesuai dengan surat permohonan Nomor : B-980/In.14/E/TL.00/07/2019 dengan hal permohonan bantuan informasi/data untuk penelitian. Dengan ini kami menerangkan bahwasanya nama yang tertera diatas benar telah melakukan penelitian di Sekolah Dasar Islam Terpadu Bunayya Padangsidimpuan untuk menyelesaikan skripsi dengan judul :

" THE EFFECTIVENEES OF KIDS SONG ON STUDENTS MOTIVATION IN LEARNING ENGLISH AT V GRADE OF SDIT BUNAYYA PADANGSIDIMPUAN".
Demikian surat ini kami sampaika n dan atas perhatiannya kami ucapkan Jazakallahu Khoiron Katsir.

والسلام عليكم و رحمة الله و بركاته

Dikeluarkan di : Padangsidimpuan
Tanggal : 04 September 2017

KEPALA SDIT BUNAYYA
KOTA PADANGSIDIMPUAN

Mahlina, S.Pd

CURRICULUM VITAE

A. Identity

Name	: Tifanny Sahanaya Tanjung
Reg. No.	: 13 340 0111
Place/Birth	: Sibolga/April, 27th 1995
Sex	: Female
Religion	: Islam
Address	: Jl. Murai No 20. Aek Manis, Sibolga Selatan, Sibolga City

B. Parents

Father's Name	: Syamsir Tanjung
Mother's Name	: Rosmawaty

C. Educational Background

1. Elementary School : SD Negeri 081231 Sibolga Baru (2007)
2. Junior High School : SMP Negeri 7 Sibolga (2010)
3. Senior High School : SMK Negeri 1 Sibolga (2013)
4. Institute : IAIN Padangsidimpuan (2020)